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ABSTRACT

This curriculum guide is designed to orient students to their own characteristics in relation to agricultural occupations, to the occupations available in the broad field of agriculture, and to the decision-making process used in choosing an occupation. An introduction provides an overview of the instructional units, recommends supplementary materials, and presents ideas, check lists, and worksheets for using audio-visual aids, fieldtrips, resource people, and skill trials. Ten of the eleven instructional units cover the following topics: self-discovery, general occupational clusters, agricultural occupational clusters, careers in agricultural production, careers in agricultural sales and services, careers in agricultural mechanics, careers in agricultural products, careers in horticulture, careers in forestry, and decision making. Each of these units follows a similar format which includes these elements: terminal and specific objectives; suggested activities for instructors and students; instructional and reference materials; information sheets; assignment sheets; and post tests with answer keys. The last unit contains a simulation game ("Payday") which is designed to accompany the decision-making unit. The instructions and materials needed to play the game are included. (BM)

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AGRICULTURAL CAREERS

A Curriculum Guide

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FOREWORD

This publication is designed to meet the needs of those Vocational Agriculture Students seeking to know more about the wide array of occupations leading to careers in the broad field of Agriculture. With rapidly changing technology affecting agriculture today, students and teachers alike are hard pressed to remain aware of the changing occupations and characteristics of those occupations.

Due to this need, this curriculum was designed to aid teachers seeking to direct students searching for occupations in agriculture suited to their interests, abilities and other characteristics. It is hoped this curriculum will help teachers and students attempting to plan careers and choose occupations.

Robert R. Price, Head
Department of Agricultural Education
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INTRODUCTION

The expanding field of agriculture and agribusiness has created many new agricultural occupations. Our agriculture students need to be aware of these occupations, their requirements, working conditions, and benefits. They need to be aware of their own abilities, interests, and other characteristics which might affect their entry into these occupations. This curriculum on agricultural careers is designed to orient students to their own characteristics in relation to agricultural occupations; the occupations available in the broad field of agriculture; and to the decision making process used in choosing an occupation.

The Units

The first unit, Self Discovery, is designed to orient the students to themselves in relation to occupations. The next two units are designed to acquaint the students to agriculture as an instructional area and the major clusters of occupations in agriculture. The specific occupations units attempt to help the students look at individual agricultural occupations in more detail. Video tapes are available of individuals working in those occupations, but field trips, resource persons, and skill trial can be used to help students take a close look at these occupations.

The last two units help students consider the steps in making a decision about an occupation and then go through these steps through assignment sheets and the simulation game, Payday.

Supplementary Material

The Self Discovery Unit recommends use of a Vocational Agriculture Interest Inventory to help the students determine their interests. This inventory should be ordered from Interstate Publishers, Danville, Illinois 61832 before beginning the unit.

The Occupational Clusters Unit requires the students to determine demand for occupations using the OTIS Report published by the Research, Planning and Evaluation Division of the State Department of Vocational and Technical Education. Copies of this are provided (1 for each 5 students) with student material. Updated copies should be obtained from the State Department yearly to keep current information. Instructions are included in the front of the OTIS Report on how to use it.

The Occupational Clusters Unit also requires the students to look up occupations in the Agricultural Occupations Handbook. This Handbook is provided with student materials also and has different color pages for the different occupational clusters. It lists the Dictionary of Occupational Titles number, occupation name, and a description of that occupation.

Ideas for Using Audio Visual Aids, Field Trips, Resource People, and Skill Trials

Vocational education is in the process of orienting curriculum more toward career education. Some of the aids for good teaching in vocational and career education are field trips, resource people, skill trials, and audio visual aids. With new emphasis being placed on careers in agriculture, it is felt that a new format for these teaching aids are needed.

The vital parts of a successful use of these methods are: (1) orientation to what is expected, (2) good leadership and assistance for students looking for answers, and (3) adequate follow-up and conclusions.

It is suggested that the teacher contact the businesss to be visited or the resource person at least twice before the class period to be used for the activity, or he should preview all audio-visual aids to be used. The first visit with the business or resource person should be made at the time the teacher is developing his teaching plan for the semester. The second visit should be made a few days prior to the proposed date. The first visit will give the teacher an opportunity to work his semester plan around any special events, (visiting specialist, special projects, etc.) that the company might be working with. Also, this will give the teacher an opportunity to explain his objectives and receive an opinion from the business or resource person. The second visit should be made to confirm previously made plans and, during this visit, it is suggested that the teacher take the student worksheet to the business and review it with the resource person or the person in charge of the tour. At this time, the teacher can obtain information such as the objectives of the company, etc., of which the students should be aware prior to the activity. The teacher should make the necessary transportation plans and be ready for a field trip.

For the field trip, the students will each need a clip board or some sort of notebook on which to write. Each student should be supplied with the worksheets before a career is studied. If the students have questions to ask and information to obtain while studying an occupation, it is felt that they will be more responsive and interested.

After studying an occupation, the students should fill out the worksheet and hand it to the teacher. If a student is interested in an occupation he has studied, then he should be allowed to explore the job more in depth and gain additional information. The teacher should review each of the worksheets and make comments and corrections about the student answers.

Included here are some suggested check lists and worksheets for using the audio-visual aids, field trips, resource people, and skill trials. Copies of the worksheet should be reproduced for each student for each field trip.

USE OF AUDIO VISUALS

Suggested activities for the successful use of video tape or othe visual aids:

I. Prior to viewing the video tape

  A. The students should be aware of:

    1. Special terminology
    2. Objectives of the occupation
    3. Influence of the occupation on local economy
    4. Is the occupation in distribution, processing, or production of agricultural products?
    5. Possibilities for employment
    6. Worksheets to be completed while viewing and after presentation

  B. The teacher should:

    1. Orient students
    2. Obtain and check equipment
    3. Be sure the audio visual aid is used at the proper time
    4. Give worksheets to students

II. During the presentation

  A. Students should:

    1. Answer as many questions on the worksheet as possible

  B. Teacher should:

    1. Operate equipment

III. After the presentation

  A. Students should:

    1. Ask any questions which have not been answered
    2. Make appropriate conclusions about occupation
    3. Record pertinent information
    4. Hand worksheet to teacher
    5. Place corrected worksheet in notebook

  B. Teacher should:

    1. Answer questions asked by students
    2. Collect worksheets
    3. Correct and return worksheets to students

FIELD TRIP

Suggested activities for a successful field trip:

I. Prior to making the field trip

A. Students should be aware of:

1. Special terminology
2. Objectives of the occupation
3. Influence of the occupation on local economy
4. Possibilities for employment
5. Is the occupation in distribution, production, or processing of agricultural products?
6. Worksheets to be completed during or after the field trip

B. Teacher should:

1. Orient students
2. Make arrangements for field trip (transportation, company officials)
3. Make field trip fit into lesson sequence
4. Give worksheets to students

II. During the field trip

A. Students should:

1. Acquire as many answers as possible to worksheet questions
2. Abide by school rules

B. Teacher should:

1. Act as leader
2. Initiate discussion
3. Make sure students have an opportunity to get answers to desired questions

III. After the field trip

A. Students should:

1. Hand in worksheet
2. Make appropriate conclusions about career
3. Record pertinent information
4. Place corrected worksheet in notebook

B. Teacher should:

1. Collect worksheets
2. Lead discussion about what was observed
3. Correct and return worksheets to students

SPECIALIST OR RESOURCE PERSON

General format to be used for successful use of a specialist or resource person:

I. Prior to class time

   A. Students should be aware of:

      1. Date when resource person will visit and his position
      2. Objectives of the occupation to be discussed
      3. Influence of occupation on local economy
      4. Possibilities for employment in this occupation
      5. The sector of agriculture (production, processing, or distribution) represented by the occupation
      6. Have in their possession worksheets to be filled out

   B. The teacher should:

      1. Orient the students
      2. Visit with the resource person and give the resource person a copy of the information he wishes for the students to gain from the visit
      3. Have lesson sequenced so the resource person will have a vital part

II. During visit by resource person

   A. Students should:

      1. Gain answers to questions on worksheet

   B. Teacher should:

      1. Introduce resource person
      2. Try to bring out answers to questions if students fail to do so

III. After visit by resource person

   A. Students should:

      1. Complete and hand in worksheet
      2. Make appropriate conclusions about the occupation
      3. Record pertinent information
      4. Place corrected worksheets in notebook

   B. Teacher should:

      1. Review information presented by resource person
      2. Collect worksheets
      3. Correct and hand back worksheets

SKILL TRIAL

Skill trial sessions have always been an important part of vocational education. With new emphasis being placed on career orientation, it is felt that hands-on experience or skill trial experience is very important in an individual's perception of a specific occupation.

Skill trials can take place in the school laboratory or in a business where this skill is used in agricultural occupations. The skill trial can be used in connection with or independently to other methods such as field trips, resource persons, etc.

General format to be used for successful skill trial sessions:

I. Prior to trial session

  A. The students should know:

    1. Date when skill trial will be held
    2. Where skill trial will be held
    3. Any special clothing or tools that will be required
    4. How the skill being practiced fits into the occupation being studied
    5. What he is expected to do

  B. The teacher should:

    1. Make sure necessary tools and equipment will be available
    2. Make sure students know what is expected of them
    3. Make arrangements if transportation will be required

II. During trial session

  A. The student should:

    1. Follow example given by teacher or other designated person
    2. Follow safety rules
    3. Practice if possible

  B. The teacher should:

    1. Assist students when necessary
    2. Make sure each student has an opportunity to try the skill

III. After the trial session

A. The student should:

1. Write up his evaluation of the skill trial session
2. Try to determine his personal interest in the occupation
3. Give responses to teacher

B. The teacher should:

1. Discuss skill trial session with students
2. Read responses made by students and make any appropriate responses

FIELD TRIP
WORKSHEET FOR AGRICULTURAL OCCUPATIONS

AREA BEING STUDIED ______________________________

COMPANY VISITED ______________________________

OWNER OF COMPANY ______________________________

MANAGER ______________________________

FOREMAN OR MIDMANAGER ______________________________

PERSON TALKED WITH: NAME ____________________ TITLE __________

TITLE OF OCCUPATION	EDUC. REQUIRED	WORKING CONDITIONS	HOURS/ WEEK	SALARY

Other pertinent information to obtain on field trip:

1. What is the demand for people in this occupation?

   Locally __________ Statewide __________

2. What are some of the benefits available for this occupation?

   a.

   b.

   c.

   d.

3. What are some of the hazards of this occupation?

   a.

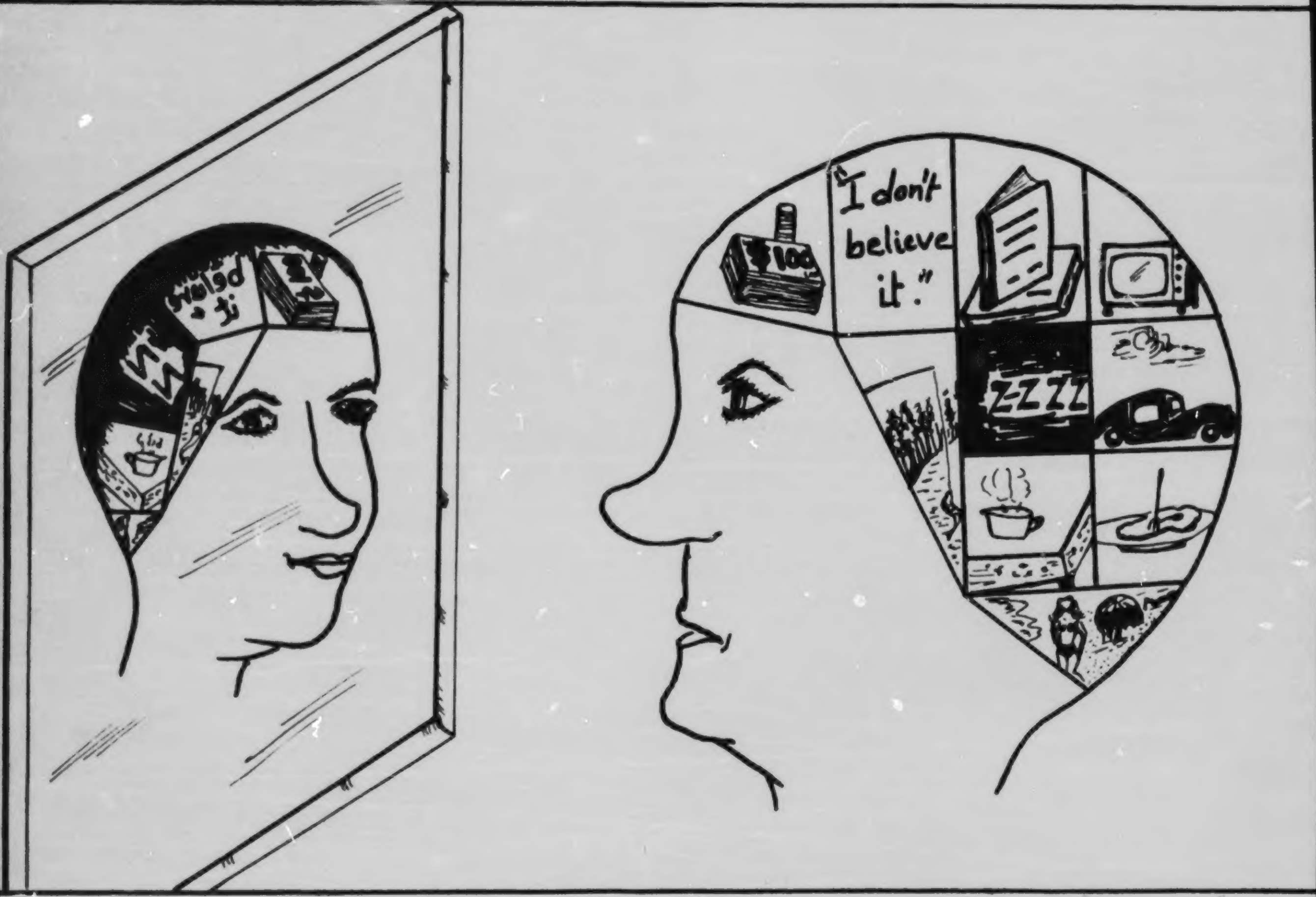
   b.

   c.

   d.

SELF Discovery

SELF DISCOVERY



$100
"I don't believe it."
ZZZZ

AGRICULTURAL CAREERS
UNIT: SELF-DISCOVERY

TERMINAL OBJECTIVE

After completing Unit I, the student should be able to recognize and list his own characteristics (his interests, experiences, skills, and how he gets along with people) in relation to occupations. This knowledge will be shown through demonstration and by scoring 85 percent on the post test.

SPECIFIC OBJECTIVES

After finishing this unit of instruction, the student should be able to:

1. Match five terms with the correct definitions as used in self-discovery.
2. Fill in six ways an individual identifies his characteristics related to occupations.
3. List six questions he should ask himself about his characteristics in looking at possible occupations.
4. Identify his agricultural occupations interest by taking the Vocational Agriculture Interest Inventory.
5. Identify his personality rating by completing the Personality Self-Rating Scale.
6. Identify his interests, experiences, and other characteristics.
7. Write an autobiography using previously collected information on personality rating, interests, and experiences.
8. Identify the characteristics of an individual in an agricultural occupation that he would like to pursue and compare with his own characteristics.
9. Look at himself and the occupation chosen to determine if the occupation suits him.

AGRICULTURAL CAREERS
UNIT: SELF-DISCOVERY

SUGGESTED ACTIVITIES

I. Instructor:

A. Order Vocational Agriculture Interest Inventory, answer sheets, scoring key and profile sheets from Interstate Printers about a month before teaching this unit.
B. Provide student with objective sheet.
C. Provide student with information sheets.
D. Discuss terminal and specific objectives.
E. Discuss information and assignment sheets.
F. Explain the relationship between self-discovery and its use in decision-making and career choice.
G. Give test.

Note: The instructor should contact the guidance counselor and obtain the personnel file on each student. The instructor should review the student's records as to: (1) academic achievement, (2) interests, (3) environmental background, and (4) other tests that the student has completed from kindergarten through the ninth grade. The instructor should administer the Vocational Agriculture Interest Inventory, available from Interstate Printers, and the Personality Inventory included in the unit. After discussing the student's files with the guidance counselor, it may be found that interest and aptitude tests have been administered to the student. If such tests have been administered, it would be helpful to discuss the test results and meaning with the counselor before interviewing the student. The instructor should have each student write an autobiography of himself and his interests to be placed with his permanent records.

II. Student:

A. Read objectives.
B. Study information sheets.
C. Take the Vocational Agriculture Interest Inventory.
D. Complete assignment sheets.
E. Take test.

INSTRUCTIONAL MATERIALS

I. Provided in this unit:

A. Information Sheets

B. Assignment sheets
  1. Vocational Agriculture Interest Inventory
  2. Personality Self-Rating Scale
  3. Interests, Experiences, and Other Characteristics
  4. Autobiography
  5. Comparing Characteristics
  6. Associate Previously Identified Characteristics While Looking into Occupational Areas for Employment

C. Evaluation of Assignment #2

D. Test

E. Answer Sheet for Test

II. Reference Material:

A. Key, James P., "Orientation and Occupational Theory, Contemporary Concepts in Vocational Education," ed. Gordon F. Law, American Vocational Association, Washington, D.C., 1971, pp. 255-266.

B. Mathery, Kenneth B., "The Role of the Middle School in Career Development," American Vocational Journal, Vol. 44, December, 1969, pp. 18-21.

C. Oklahoma Vocational Agriculture Education Basic Core Curriculum I, II, III, IV, Oklahoma State Board of Vocational and Technical Education, 1970-1973.

D. Super, Donald E., "A Vocational Development Theory: Persons, Positions, and Processes," The Counseling Psychologist, Volume 1, 1969, pp. 2-9.

E. Super, Donald E., "Self-Concepts in Vocational Development," Self-Concept Theory, ed. Donald E. Super, Reuben Starishevsky, Norman Matlen, and Jean P. Jordan (Teachers College, Columbia University, 1963), pp. 1-15.

III. Additional Materials:

A. Agriculture Is More Than Farming, prepared by the American Association of Teacher Educators in Agriculture, The National Association of Agricultural Education Supervisors, and The National Vocational Agricultural Teacher's Association, Inc., The Future Farmers Supply Service, Alexandria, Virginia.

B. Agribusiness and Industry, Archie A. Stone, The Interstate Printers and Publishers, Danville, Illinois, 1965.

C. Handbook of Agricultural Occupations, Norman K. Hoover, Interstate Printers and Publishers, Danville, Illinois, 1963.

D. *Guidance in Agricultural Education*, Harold M. Byrum, Interstate Printers and Publishers, Danville, Illinois, 1966.

E. "What Tests Can Tell You About You," Guidance Division, Oklahoma State Department of Education.

F. Audio-Visual Aids:

   a. "Testing: Its Place in Education," Guidance Division, Oklahoma State Department of Education.

   b. "Aptitudes and Occupations," 15 minutes, McGraw-Hill, New York.

G. Kuder General Interest Survey, published by the Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

H. "Finding Out About Ourselves," Guidance Division, Oklahoma State Department of Education.

I. "All About You," Guidance Division, Oklahoma State Department of Education.

J. "Insight Into People," (Filmstrip and Record), #83657, Special Vocational Education, Tulsa.

This unit was written and revised in the Agricultural Education Department at Oklahoma State University by Drs. Billie L. Henderson, Floyd J. Lark, Stanley Hodges, and James P. Key. It was developed through a project co-supported by the Agricultural Experiment Station at Oklahoma State University and the Oklahoma State Department of Vocational and Technical Education.

AGRICULTURAL CAREERS
UNIT: SELF-DISCOVERY

INFORMATION SHEET

I. Definitions of Terms:

A. Self-Discovery--The way a person looks at himself.

B. Interests--The likes and dislikes a person has.

C. Experiences--The events, skills, and facts making up a person's past.

D. Skills--What a person is able to do.

E. Personality--Personal characteristics of an individual.

II. A person identifies his characteristics as they relate to occupations through the following ways:

A. Exploring his interests, experiences, skills and personality in relation to the occupations he knows about.

B. Observing desirable characteristics of people in those occupations.

C. Seeing how his personal characteristics differ from those of people in those occupations.

D. Finding out what other characteristics people have said or written are important for that occupation.

E. Acting like those people who are admired or looked up to in those occupations.

F. Seeing if a part-time job in one of those occupations is suitable to the personal characteristics he has identified about himself.

III. A person should ask these questions about himself in looking at possible occupations:

A. Am I interested in that occupation?

B. Will I be able to learn the skills needed in it?

C. Is my personality suited for that occupation?

D. Do I need more experience?

E. Do I need more training?

F. Am I willing to spend the time needed to prepare for this occupation?

AGRICULTURAL CAREERS
UNIT: SELF-DISCOVERY

ASSIGNMENT SHEET #1--VOCATIONAL AGRICULTURE INTEREST INVENTORY

Take the Vocational Agriculture Interest Inventory* when assigned by your instructor.

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*Available from Interstate Printers, Danville, Illinois. (Inventory, answer sheets, scoring key and profile sheets should be ordered about a month before teaching unit.)

AGRICULTURAL CAREERS
UNIT: SELF-DISCOVERY

ASSIGNMENT SHEET #2--PERSONALITY SELF-RATING SCALE

Circle the appropriate number following each characteristic. Four is outstanding, three is above average, two is average, one is poor. Total your score below.

1.	Do I maintain a well-groomed appearance?	1	2	3	4
2.	Do I have a pleasing voice?	1	2	3	4
3.	Is my posture alert and poised?	1	2	3	4
4.	Is my disposition cheerful?	1	2	3	4
5.	Do I make friends easily?	1	2	3	4
6.	Do I exert a positive leadership?	1	2	3	4
7.	Am I generally thoughtful of the feelings of others?	1	2	3	4
8.	Is my enthusiasm sincere and contagious?	1	2	3	4
9.	Do I persevere until I achieve success?	1	2	3	4
10.	Am I sincere in my interest in other people?	1	2	3	4
11.	Am I ambitious to get ahead?	1	2	3	4
12.	Do I get along well with others?	1	2	3	4
13.	Do I react constructively to criticism?	1	2	3	4
14.	Do I remember names and faces?	1	2	3	4
15.	Am I punctual on all occasions?	1	2	3	4
16.	Do I have and show a spirit of cooperation?	1	2	3	4
17.	Am I free from prejudice?	1	2	3	4
18.	Do I know how people react in most situations?	1	2	3	4
19.	Am I generally a good listener?	1	2	3	4

20. Do I refuse to allow what other people say to hurt me? 1 2 3 4

21. Can I criticize without giving offense? 1 2 3 4

22. Do I usually like people for what they are, or do I wait to see if they like me? 1 2 3 4

23. Do I enjoy being part of a group? 1 2 3 4

24. Am I reliable? 1 2 3 4

25. Can I adapt myself to all situations? 1 2 3 4

26. Am I easily discouraged? 1 2 3 4

27. Do I apply myself to the problems of each day? 1 2 3 4

28. Can I make a decision quickly and accurately? 1 2 3 4

29. Am I loyal to my superiors and associates? 1 2 3 4

30. Do I try to get the other fellow's point of view? 1 2 3 4

31. Am I neat and clean in my work as well as my personal appearance? 1 2 3 4

32. Do I know where I make my mistakes, and do I admit them? 1 2 3 4

33. Am I looking for opportunities to serve others better? 1 2 3 4

34. Am I following a systematic plan for improvement and advancement? 1 2 3 4

35. Can I accept honors and advancements and not let it go to my head? 1 2 3 4

36. Am I playing the game of life honestly and fairly with myself, my fellow members, and others with whom I work? 1 2 3 4

Total Score ____________

AGRICULTURAL CAREERS
UNIT: SELF-DISCOVERY

EVALUATION OF ASSIGNMENT SHEET #2

And now, to evaluate your scores--If your score totaled over 100, your personality rating is definitely superior. And, if you've been honest with yourself, you are among the people who are most likely to succeed. 90-100 is above average. 75-90 is average. Below 75 shows plenty of room for improvement. How did you rate?

AGRICULTURAL CAREERS
UNIT: SELF-DISCOVERY

ASSIGNMENT SHEET #3--INTERESTS, EXPERIENCES, AND OTHER CHARACTERISTICS

Now that you know that self-discovery is the picture that you have of yourself and that this picture is partially formed by your interests and experiences, let us begin to list those interests and experiences so that you may see yourself more clearly by asking and answering the following questions about yourself and record your answers in the space provided.

Identification of self-discoveries:

1. Who am I? (Vital Statistics--name, age, family information, etc.)

2. Where do I live?

3. What is my father's occupation?

4. What experiences have I had in the occupation of my father?

5. What occupations are some of my friends' fathers working in at the present time?

6. What are some occupations that I have had working experiences in other than my father's?

7. What are the subjects in school that I am most interested in taking?

8. What extra-curricular activities do I enjoy?

9. What are the sports activities that I enjoy, both in school and out? (hunting, fishing, baseball, etc.)

10. How am I different from my father?

11. How am I different from the men in occupations that I think I would enjoy?

12. What are the occupations that I have had experiences in that I think I would like to pursue as my career? (List in order of preference.)

13. What are the occupations that I have not had experiences in that I think I would like to pursue as a career? (List in order of preference.)

AGRICULTURAL CAREERS
UNIT: SELF-DISCOVERY

ASSIGNMENT SHEET #4--AUTOBIOGRAPHY

After you have completed the Vocational Agriculture Interest Examination, the Personality Self-Rating Scale, Assignment Sheet #3, and have checked with your instructor and/or counselor about other available information, write your autobiography. The following is a list of suggestions:

1. Check with your instructor for the way and form to write the autobiography.
2. Be sure to include all important information about yourself.
3. Review Assignment Sheet #3 and use as much of the information as you feel necessary.
4. Be sure to include your aspirations (what occupations you want to become a part of your career, what your goals in life are, and what your plans for the future are).
5. Be sure to include past experiences which could aid you in possible occupations.
6. Include any information from specialized aptitude, achievement or interest tests you might have taken through your teacher or guidance counselor.

AGRICULTURAL CAREERS
UNIT: SELF-DISCOVERY

ASSIGNMENT SHEET #5--COMPARING CHARACTERISTICS

After determining your characteristics by doing the first four assignments, list the characteristics of a man working in an occupation you think you might like to follow; and then rate your characteristics compared to his.

CHARACTERISTICS OF A MAN IN ______________ OCCUPATION (List his characteristics on the blank lines)	HOW WELL MY CHARACTERISTICS MATCH HIS				
	none	little	some	similar	alike
Interests					
______________					
______________					
______________					
______________					
______________					
______________					
______________					
Experiences					
______________					
______________					
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______________					
______________					

CHARACTERISTICS OF A MAN

Skills

____

____

____

Personality

____

____

____

____

____

HOW WELL MY CHARACTERISTICS MATCH HIS

none	little	some	similar	alike

Other characteristics you have heard or read are necessary in this occupation

____

____

____

____

____

____

____

How well I match these characteristics

AGRICULTURAL CAREERS
UNIT: SELF-DISCOVERY

ASSIGNMENT SHEET #6--LOOKING AT MYSELF AND THE OCCUPATION

After completing the self-discovery exercises in the previous assignments, how can they be of use in looking at possible occupations? Answer the following questions about the occupation you chose.

1. Does this occupation interest me greatly?

2. What additional background experiences do I need if I choose this occupation?

3. Will I be able to learn the skills needed in this occupation?

4. What additional technical training will I need?

5. What additional formal education (high school, college, university) will I need?

6. How long will it take me to acquire the necessary technical and formal education training to meet the minimum requirements of this occupation (as I see and know them at this time)?

7. Is my personality suitable for this occupation?

AGRICULTURAL CAREERS
UNIT: SELF-DISCOVERY

TEST

1. Match the following terms to the correct definitions:

____ a. The likes and dislikes a person has
____ b. The events, skills, and facts making up a person's past
____ c. What a person is able to do
____ d. Personal characteristics
____ e. The way a person looks at himself

1. Personality
2. Interest
3. Skills
4. Experience
5. Self-discovery

2. Fill in the blanks.

A person identifies his characteristics as they relate to occupations through the following ways:

A. Exploring his interests, ________________, __________________, and _______________ in relation to the occupation he knows about.

B. Observing desirable _______________________ of people in those occupations.

C. Seeing how his personal ___________________ differ from those of people in those occupations.

D. Finding out what other ____________________ people have said or written are important for that occupation.

E. ________________like those people who are admired or looked up to in those occupations.

F. Seeing if a ______________________________ in one of those occupations is suitable to the personal characteristics he has identified about himself.

Words that will fit into the blanks above:

characteristics
acting
experiences
part-time job
skills
personality

3. List six questions that you should ask yourself about your characteristics in looking at possible occupations:

   a.

   b.

   c.

   d.

   e.

   f.

AGRICULTURAL CAREERS
UNIT: SELF-DISCOVERY

ANSWERS TO TEST

1. a. 2
   b. 4
   c. 3
   d. 1
   e. 5

2. a. Exploring his interests, experience, skills, and personality in relation to the occupations he knows about.

   b. Observing desirable characteristics of people in those occupations.

   c. Seeing how his personal characteristics differ from those of people in those occupations.

   d. Finding out what other characteristics people have said or written are important for that occupation.

   e. Acting like those people who are admired or looked up to in those occupations.

   f. Seeing if a part-time job in one of those occupations is suitable to the personal characteristics he has identified about himself.

3. a. Am I interested in that occupation?

   b. Will I be able to learn the skills needed in it?

   c. Is my personality suited to that occupation?

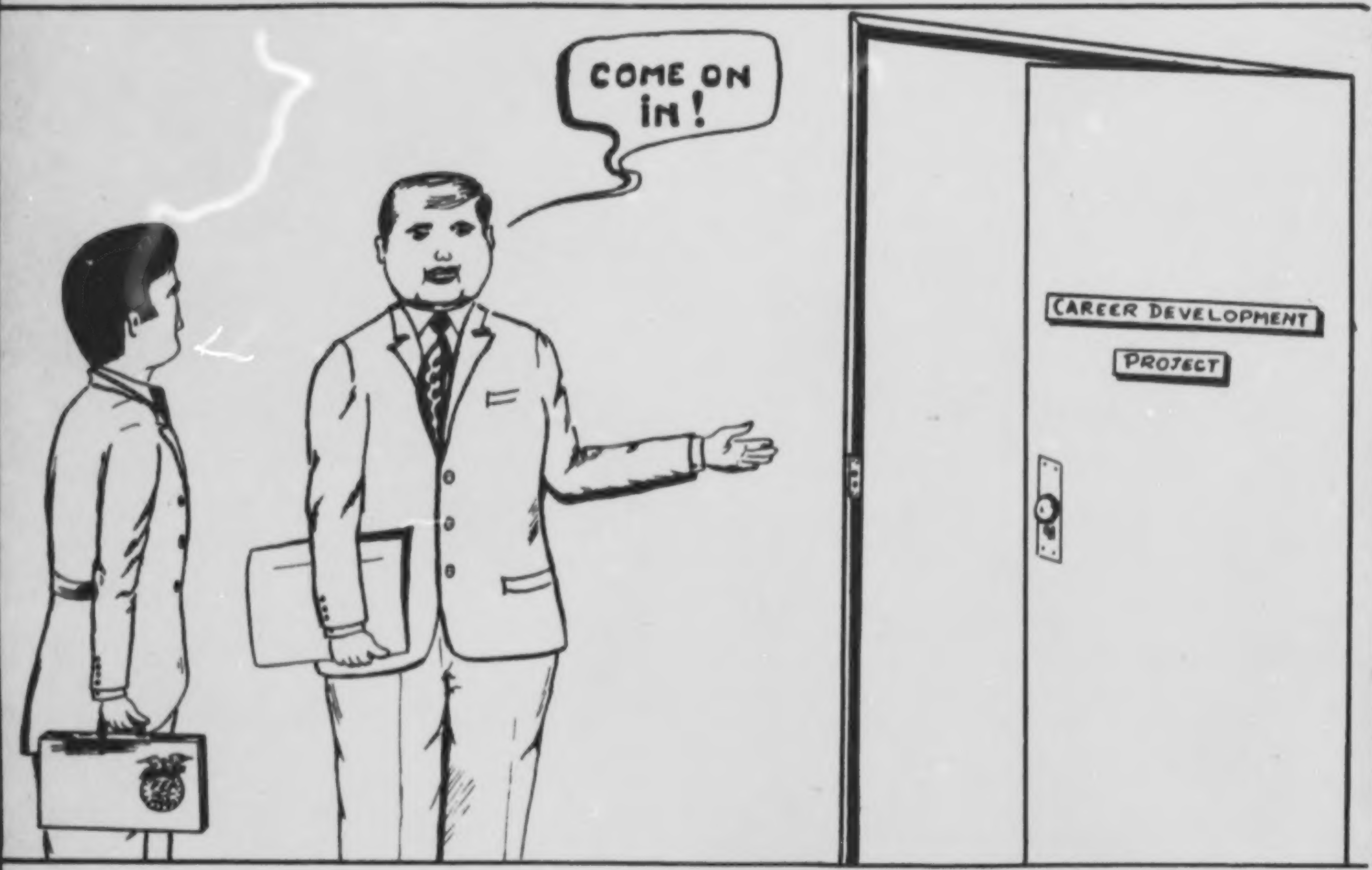
   d. Do I need more experience?

   e. Do I need more training?

   f. Am I willing to spend the time needed to prepare for this occupation?

GENERAL OCCUPATIONAL

GENERAL OCCUPATIONAL CLUSTERS


COME ON IN!
CAREER DEVELOPMENT
PROJECT

AGRICULTURAL CAREERS
CAREER CLUSTERS
UNIT: GENERAL

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to identify the seven major vocational-technical education instructional areas and the seven agriculture occupations clusters. The student should also be able to demonstrate his ability to use the Dictionary of Occupational Titles (DOT) and the United States Office of Education (USOE) system of identifying occupations. This knowledge will be evidenced by the student's making at least 85 percent on a post test.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student should be able to:

1. Match terms with definitions.
2. Match the major vocational-technical instructional areas with the correct code of U.S. Office of Education (O.E.) and definitions.
3. List the seven agriculture occupations clusters.
4. Match the USOE code numbers with the correct definitions.
5. Match the DOT code numbers with the correct definitions.
6. Interpret the O.E. and DOT coding systems by finding the assigned occupational clusters and specific occupations and copying the job description from the Agricultural Occupations Handbook.

AGRICULTURAL CAREERS
CAREER CLUSTERS
UNIT: GENERAL

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheets, information sheets, and assignment sheets.
- B. Discuss terminal and specific objectives with students.
- C. Discuss information sheets and assignment sheets with students.
- D. Give test.

II. Student:

- A. Discuss objectives with instructor.
- B. Study information sheets.
- C. Complete assignment sheets.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

- A. Objective Sheet
- B. Information Sheets
- C. Assignment Sheets

II. Additional Materials:

- A. Agricultural Occupations Handbook.

- B. OTIS (Occupational Training Information Service) Department of Vocational and Technical Education, Stillwater, Oklahoma.

This unit was written and revised in the Agricultural Education Department at Oklahoma State University by Drs. Billie L. Henderson, Floyd J. Lark, Stanley Hodges, and James P. Key. It was developed through a project co-supported by the Agricultural Experiment Station at Oklahoma State University and the Oklahoma State Department of Vocational and Technical Education.

AGRICULTURAL CAREERS
CAREER CLUSTERS
UNIT: GENERAL

INFORMATION SHEET

I. Terms and definitions:

A. Agricultural Industry--The industry which covers the broad area of agriculture from production, supply, service, business, finance, and all the necessary functions of making agricultural goods available to people.

B. Career--The lifework of a person or progress through life in a series of related occupations.

C. Occupation--A group of related jobs in an area of work which makes up the work a person does regularly to make a living.

D. Occupational Choice--A process a person goes through considering some occupations and not others until an occupation has been chosen.

E. Job--A specific unit of work or task.

II. Areas of Instruction

Seven major vocational-technical instructional areas have been identified, defined, and coded by the U.S. Office of Education (O.E.) as follows:

Areas	Office of Education Code	Definition
Agriculture	O.E. 01-------	Instruction to prepare for or upgrade in occupations requiring knowledge and skills in agriculture.
Distributive Education	O.E. 04-------	Occupational instruction in the field of distribution and marketing.
Health Occupations Education	O.E. 07-------	Subject matter, courses, and planned experiences designed to develop knowledge, understanding, and skill in health occupations.

Areas	Office of Education Code	Definitions
Home Economics	O.E. 09	Courses in (a) personal, home, and family life, and (b) occupational preparation using the knowledge and skills of home economics.
Office Occupations	O.E. 14	Courses and practical experience to prepare students for or advance them in office occupations.
Technical Education	O.E. 16	Prepares for the occupational area between the skilled craftsman and the professional person.
Trade and Industrial Occupations	O.E. 17	Prepares persons for initial employment or for upgrading or retraining workers in a wide range of trade and industrial occupations.

III. Agriculture Occupations Clusters

The instructional areas of Agriculture prepare for many agricultural occupations. These occupations have been arranged into clusters as follows:

Area of Instruction--Agriculture

A.	Agricultural Production	O.E. 01.01
B.	Agricultural Supplies/Services	O.E. 01.02
C.	Agricultural Mechanics	O.E. 01.03
D.	Agricultural Products	O.E. 01.04
E.	Ornamental Horticulture	O.E. 01.05
F.	Agricultural Resources	O.E. 01.06
G.	Forestry	O.E. 01.07

Clusters in Agriculture

IV. An example of the USOE code breakdown of Dairy Products 01.0401 is as follows:

Code Letters or Numbers	Definitions
O.E.	Office of Education
First 2-number position Example: 01	Area of instruction Agriculture
Second 2-number position Example: 01.04	Occupational cluster within the area of instruction--Agricultural Products
Third 2-number position Example: 01.0401	Occupational sub-cluster within the cluster Food Products

(Note: The instructor should refer to the Vocational Education and Occupations, Superintendent of Documents, Catalog No. FS5.280:80061, U.S. Government Printing Office, Washington: 1969, for the instructional programs for each of the general and specific occupational areas along with their specific occupational titles within each area.)

V. The Dictionary of Occupational Titles (DOT) codes each occupation with the first three numbers referring to categories, divisions, and groups of occupations. The second set of three numbers refers to the ways that occupations work with data, people, and things. The third set of numbers refers to a suffix code for statistical reporting. The USOE and DOT codes will be used to identify occupations in the Agricultural Occupations Handbook and in the occupations listed in the Agricultural Occupational Clusters Unit.

AGRICULTURAL CAREERS
CAREER CLUSTERS
UNIT: GENERAL

ASSIGNMENT SHEET #1--USING RESOURCE MATERIAL

Use the O.E. and DOT coding systems by finding the assigned occupational clusters and specific occupations and copying the job description from the *Agricultural Occupations Handbook*.

(Note: These numbers are suggested; the instructor may choose others)

Complete by filling in the blanks.

Occupational Cluster	Occupational Sub-Cluster	Specific Occupation DOT Number & Description
(Example) O.E. 01.01 Agricultural Production	O.E. 01.0101 Animal Science	DOT 411.181-014, Herdsman, Dairy, maintains dairy herd for a farmer or dairy.
O.E. 01.01	O.E. 01.0102	DOT 401.181-010
O.E. 01.02	O.E. 01.0202	DOT 262.358-014
O.E. 01.03	O.E. 01.0301	DOT 620.281-094

Occupational Cluster	Occupational Sub-Cluster	Specific Occupation DOT Number & Description
O.E. 01.04	O.E. 01.0401	DOT 162.158-054
O.E. 01.05	O.E. 01.0504	DOT 407.181-010
O.E. 01.06	O.E. 01.0602	DOT 169.168-070
O.E. 01.07	O.E. 01.0706	DOT 162.158-086

AGRICULTURAL CAREERS
CAREER CLUSTERS
UNIT: GENERAL

TEST

1. Match the following terms to the correct definitions:

a. ____ Job

b. ____ Career

c. ____ Occupational Choice

d. ____ Agricultural Industry

e. ____ Occupation

1. The industry which covers the broad area of agriculture from production, supply, service, business, finance, and all the necessary functions of making agricultural goods available to the people.
2. The lifework of a person or progress through life in a series of related occupations.
3. A group of related jobs in an area of work which makes up the work a person does regularly to make a living.
4. A process a person goes through considering some occupations and not others until an occupation has been chosen.
5. A specific unit of work or task.

2. Match the major vocational-technical instructional areas with correct O.E. numbers and definitions:

a. ____ Home Economics

b. ____ Distributive Education

c. ____ Health Occupations Education

d. ____ Technical Education

1. O.E. 01--Instruction to prepare for or upgrade in occupations requiring knowledge and skills in agriculture.
2. O.E. 04--Occupational instruction in the field of distribution and marketing.
3. O.E. 07--Subject matter, courses, and planned experiences designed to develop knowledge, understanding, and skill in health occupations.
4. O.E. 09--Courses in (a) personal, home, and family life, and (b) occupational preparation using the knowledge and skills of home economics.

e. ____ Agriculture

f. ____ Trade and Industrial Occupations

g. ____ Office Occupations

5. O.E. 14--To prepare students for or advance them in office occupations.

6. O.E. 16--Prepares for the occupational area between the skilled craftsman and the professional person.

7. O.E. 17--Prepares persons for initial employment or for upgrading or retraining workers in a wide range of trade and industrial occupations.

3. List the seven agriculture occupations clusters:

a.

b.

c.

d.

e.

f.

g.

4. Match the following definitions to the correct code letters or numbers:

a. ___ Third 2-number position
Example: 01.0401

b. ___ First 2-number position
Example: 01

c. ___ Second 2-number position
Example: 01.04

d. ___ O.E.

1. Office of Education

2. Area of Instruction--Agriculture

3. Occupational cluster within the area of instruction--Agricultural Products

4. Occupational sub-cluster within the cluster--Food Products

5. Match the DOT code numbers with their use:

a. ____ First three numbers
b. ____ Second three numbers
c. ____ Third three numbers

1. A suffix code for statistical reporting.
2. Categories, divisions, or groups of occupations.
3. The ways that occupations work with data, people, and things.

AGRICULTURAL CAREERS
CAREER CLUSTERS
UNIT: GENERAL

ANSWERS TO TEST

1. a. 5
   b. 2
   c. 4
   d. 1
   e. 3

2. a. 4
   b. 2
   c. 3
   d. 6
   e. 1
   f. 7
   g. 5

3. The following seven in any order:

   a. Agricultural Production
   b. Agricultural Supplies/Services
   c. Agricultural Mechanics
   d. Agricultural Products
   e. Ornamental Horticulture
   f. Agricultural Resources
   g. Forestry

4. a. 4
   b. 2
   c. 3
   d. 1

5. a. 2
   b. 3
   c. 1

Agricultural

Occupational clusters

AGRICULTURAL OCCUPATIONAL CLUSTERS

AGRICULTURAL CAREERS
UNIT: OCCUPATIONAL CLUSTERS

TERMINAL OBJECTIVES

After completing this unit of instruction, the student should be able to define the seven occupational clusters in agri-business and natural resources. The student should be aware of the different occupational choices available to him in an occupation. He should be able to identify several of the specific occupations, ways a high school student could enter the occupation, and determine if he has an interest in finding a career in the general area of agri-business and natural resources. This knowledge will be shown by finishing assignment sheets and by scoring eighty-five percent on the post test.

SPECIFIC OBJECTIVES

After finishing this unit of instruction, the student should be able to:

1. Match the Agricultural Occupations Clusters with the correct definitions.
2. Determine two ways to enter and the education needed for an agricultural occupation of your choice.
3. Determine the net demand for the occupations in any of the seven agricultural occupations clusters from the OTIS Report.
4. List at least three occupational sub-clusters available in the agricultural occupations cluster of your choice.
5. List one specific occupation in each agricultural occupations cluster when given the cluster.

AGRICULTURAL CAREERS
UNIT: OCCUPATIONAL CLUSTERS

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide student with objective sheets, information sheets, and assignment sheets.
- B. Discuss final and specific objectives with students.
- C. Discuss information sheets and assignment sheets with students.
- D. Give test.

II. Student:

- A. Discuss objectives with instructor.
- B. Study information sheets.
- C. Complete assignment sheets.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

- A. Objective Sheet
- B. Information Sheets
- C. Assignment Sheets

II. Additional Materials:

- A. "Summarized Information on Vocational Occupations in Agri-Business and Natural Resources."
- B. OTIS (Occupational Training Information Service), Department of Vocational and Technical Education, Stillwater, Oklahoma.
- C. Hoover, Norman K., D.Ed. HANDBOOK OF AGRICULTURAL OCCUPATIONS, The Interstate Printers & Publishers, Inc., Danville, IL, 1969.

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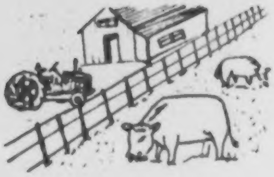


AGRICULTURAL CAREERS
UNIT: OCCUPATIONAL CLUSTERS

FEED
MILO
SOYBE
SEED
SPRAY

INFORMATION SHEET

I. Agricultural Occupations Clusters

A. Agricultural Production--occupations using facilities, land, water, machinery, chemicals, finance, and labor in the production of plant and animal products.

B. Agricultural Supplies and Services--occupations involved in providing consumable supplies used in the production phase of agriculture, including processing, marketing, consulting, and other services.

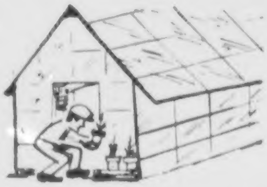
C. Agricultural Mechanics--occupations involved with the selection, operation, maintenance, and use of agricultural power, agricultural machinery and equipment, structures and utilities, soil and water management, and agricultural machine shop, including sales and services of such equipment.

D. Agricultural Products--production or output from farms and ranches are of two types: food products and non-food products. Occupations in agricultural products include processing, inspection, and marketing of these products.

E. Ornamental Horticulture--occupations establishing, maintaining, and managing woody plants to be used for decoration or shade purposes, field and greenhouse flowers and the arrangement of such flowers for ornamental purposes, and locating, planting, and maintaining turf, plants, shrubs, or devices for the beautification of home grounds and other areas.

F. Agricultural Resources--occupations involved in the conservation and improvement of resources such as forests and other natural areas, fish and wildlife, soil, water, and air, for economic and recreational purposes and in the establishment and management of recreational facilities.

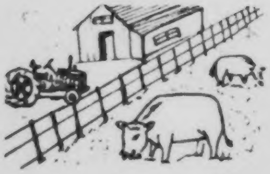
G. Forestry--occupations concerned with the multiple use of privately-owned, Federal, State, and industrial forest lands and resources, including their management and protection to be used for lumber, pulpwood, and other forest products, such as gum, maple syrup, greens.



II. Methods of Entry into the Agricultural Occupations Clusters and Education Requirements:

A. Agricultural Production

1. Self Employment



The foundation of the total agricultural industry is agricultural production. Therefore, as you consider agribusiness occupations, you should understand the various types of agricultural production and how to become self-employed in them.

To enter agricultural production as a self-employed person, you would need to have sufficient capital and credit to get started as an owner-operator or as a tenant. You may begin by working at home, acquiring livestock and equipment as a part of your farming program in vocational agriculture, and in time, form a partnership with your parents. If this opportunity is not available, you will have to obtain capital as a farm hand, a tenant farmer, a part-time farmer, or in some other way.

After determining the type of agriculture production you want to do, you should find out these things: (1) amount of capital needed, (2) opportunities available, and (3) steps to take to obtain your goal.

2. Paid Employment

To some people, Agricultural Production means a family owned and operated farm or ranch. However, farms and ranches have become large businesses with absentee owners hiring highly trained managers and other employees for specialized jobs. In other cases, the family, in order to continue as an economic unit, has increased in size so that outside employees must be hired.

This change in the agricultural economy has increased the opportunities for employment of farm managers, herdsmen, caretakers, farm and ranch hands, and farm and ranch custom workers.

If you decide to enter agricultural production as a paid employee, you could follow an apprentice-type approach. While still in school, you could begin work as a farm or ranch hand, later becoming a caretaker, a herdsman, or a manager.

3. Education Requirements

Although formal education is not required to farm or ranch, a broad general education, such as high school, is desirable. The high school vocational agriculture programs provide an overall knowledge in agricultural production; and specifically, many beneficial basic skills such as mechanics, bookkeeping, taking inventory, and figuring various costing methods. Also, following graduation, continuing education is available through young farmer classes, extension classes, etc.

In addition, many agricultural colleges and universities offer 2- and 4-year programs in ranch management and other agriculture subjects which are worthwhile investments for managing a modern farm or ranch.

A good educational background and actual agricultural production experience on a farm or ranch is very important. You should be familiar with the actual work to be done and with the managerial decisions that have to be made before taking on the responsibilities of managing a farm or ranch.

B. Agricultural Supplies and Services

1. Self Employment

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SOYBE
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SPRAY

To become an owner-operator requires enough capital and credit to purchase the business and inventory. You may gain experience by working in a supply and service business while still in school, later buying some stock in the business.

2. Paid Employment

You could begin the apprentice type approach in Agricultural Supplies and Services as a paid employee while still in high school.

3. Education Requirements

The student should have training and interest in the following areas: (a) farm or ranch work, (b) high school vocational agriculture, (c) some study in the specific occupation within agriculture supplies and services, (d) meeting the public, and (e) have some business management ability.

C. Agricultural Mechanics

1. Self Employment

To become self-employed in Agricultural Mechanics, you must have sufficient capital and credit to acquire the business location, inventory, equipment and consumable supplies to operate the business.

It would be helpful if you begin working in an agricultural mechanics business while still in school, thereby getting experience and perhaps some stock in a business.

2. Paid Employment

Most paid employees begin work in this field as an apprentice, mechanic, welder, or parts man.

Many of the agricultural mechanics and agricultural power and machinery companies will employ vocational agriculture students on a part-time basis and during busy seasons. As you learn the business and gain experience, you may qualify for advancements to supervisory or management positions.

3. Educational Requirements

There are no specific requirements for employment as mechanic or welder helpers and many of the other service occupations. However, you will find a high school education helpful and even demanded by many employers. Vocational agriculture will be an asset to you because there you will learn many of the basic skills.

Training programs through high school vocational agricultural mechanics classes, vocational-technical schools, machinery companies, or short courses at an agricultural college or community college are almost mandatory for you to acquire the skills and know-how needed to repair present-day agricultural power and machinery.

In sales area of agricultural mechanics, a high school education is very important and post-high school courses in agricultural mechanics occupations of interest to you will be helpful.

If continued advancement to occupations such as agricultural power and machinery fieldman is desired, a college education is a requirement with most companies.

D. Agricultural Products

1. Self Employment

A self-employed person in the field of processing, inspection, and marketing of agricultural products must have sufficient capital and credit to provide for buildings, grounds, and equipment, consumable supplies, labor, as well as the inventory of agricultural products.

When you determine the specific agricultural product you want to process and market, you should find out the amount of capital involved, the opportunities available, and the steps necessary to attain the goal.

2. Paid Employment

You could begin learning the agricultural products business while still in school by working for a company that processes, inspects and markets agricultural products. As you learn the business and gain experience, you may qualify for advancement to management positions.

3. Educational Requirements

A high school education with emphasis on business education and vocational agriculture will give you a general knowledge of all agricultural products.

Part-time work in plants and on farms and ranches will be valuable experience.

A high school diploma is necessary for job entry and many jobs on the inspector and grader level require post-high school or college training.

E. Ornamental Horticulture

1. Self Employment

Sufficient capital and credit will be necessary to get started as an owner-operator of a florists business, garden center business, greenhouse and nursery business, or service business such as landscaping and grounds maintenance.

You may acquire the experiences, equipment, etc., as part of your supervised work experience program while still in school and taking vocational agriculture. The opportunity to form a partnership with your parents or someone else may be available to you.

2. Paid Employment

Greenhouses, nurserymen, and floral shops employ part-time help during rush seasons, holidays, and weekends. This would be an ideal way for a vocational agriculture student to begin training as an apprentice.

3. Education Requirements

A high school education with emphasis on the biological sciences and vocational agriculture is basic training for ornamental horticultural occupations.

The level of employment in the occupations varies with the experience and education of the employee. In most instances, a high school graduate with no additional education or experience will enter as a laborer. Short courses, taken at agriculture colleges or universities, provide sufficient eudcation to enable him to enter these occupations at a high level. Many of these occupations provide lines of promotion from laborer to caretaker, foreman, manager, or a similar position.

A high school education is very important if you are preparing to become a florist. Courses in art, business management, and floral arrangement will be helpful.

F. Agricultural Resources

1. Self Employment

Self employment in Agricultural Resources would require ownership of some type of recreational facility such as a park or ranch and the necessary capital and credit to operate it.

2. Paid Employment

This method provides the most opportunity for entry as many of the openings are with local, state, and national governmental agencies. You could begin by working as an apprentice part-time and summers in one or more of the occupations within the agricultural resources cluster.

3. Educational Requirements

The student will find considerable skill, experience and education are required in performing some of the agricultural resources jobs; others can be done with limited training as the jobs vary from labor to highly technical and supervisory type activities. Desirable training includes a farm or ranch background, high school vocational agriculture, and some study in the particular type of work involved in the specific occupation within agricultural resources.

The occupations coming under the Federal Soil Conservation Service and others having a Civil Service classification will have to meet requirements of the various ratings. (Example: Education and experience requirements for a GS-3 are graduation from high school and one year of general experience.)

G. Forestry

1. Self Employment

To enter forestry as a self-employed person will require you to have sufficient capital and credit to get started as an owner-operator or as a tenant. You may begin by working at home if your father owns or leases a tract of forest land. You may acquire equipment and etc., as a part of your farming program in vocational agriculture and in time form a partnership with your parents. If this opportunity is not available, you will have to obtain capital as a forest hand or special forest products worker in some other way.

A high percentage of special forest products workers are self-employed. They may harvest products on their own land, from leased private land, or on public land by leasing it.

When you determine the specific type of forestry occupation you want to become involved in, you should find out the amount of capital involved, the marketing possibilities, the opportunites available, and the steps that you must take to attain the goal.

2. Paid Employment

You could follow an apprentice type approach while still in school. Jobs are found at state and national forests and parks, and with logging contractors, forest consultant businesses, and forestry products industries.

3. Educational Requirements

A high school education is normally preferred. Post high school education is desirable but may not be required, depending on the skill and technical knowledge required for your particular job.

Any technical forestry knowledge will be most important in your advancements. A knowledge of the tree species in your area is desirable. Some vocational-technical schools, junior colleges, and community colleges are now offering one- and two-year courses in forestry technology. A top worker can serve a six-year apprenticeship under a certified logging or forestry engineer and then apply for certification by taking a written examination. A college graduate may do the same thing but need serve only a two-year apprenticeship.

III. Net Demand

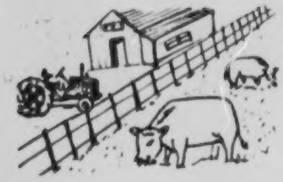
The net demand for an agricultural occupations (program) cluster may be determined from the current Occupational Training Information System (OTIS Report), chapter 2. Students should choose agricultural occupations clusters so they can combine them to give the net demand of all clusters for the entire class. (Assignment Sheets 1 and 2) (Statewide and District ranks may be determined from chapter 3 of OTIS.) Net Demand for individual occupations can be figured for many occupations.

AGRICULTURAL CAREERS
UNIT: OCCUPATIONAL CLUSTERS

INFORMATION SHEET SUPPLEMENT

IV. The agricultural occupations clusters, sub-clusters, and specific occupations for each are listed in this information sheet supplement. (Assignment Sheets 3 & 4) Descriptions of these occupations may be found in the Agricultural Occupations Handbook.

A. Agricultural Production O.E. 01.01



Field Man	DOT 180.118-010
Group Leader	DOT 180.168-026
Migrant Leader	DOT 180.168-034
Farmer, General	DOT 421.181-010
Farm Hand, General	DOT 421.883-010
Caretaker, Farm	DOT 421.884-010
Farm Foreman	DOT 429.131-010

Animal Science O.E. 01.0101

Horse Trainer	DOT 153.228-026
Farmer, Dairy	DOT 411.181-010
Herdsman	DOT 411.181-014
Farm Hand, Dairy I	DOT 411.884-010
Farm Hand, Dairy II	DOT 411.884-014
Milking Machine Operator	DOT 411.885-010
Poultry Breeder	DOT 412.181-014
Poultryman, Egg	DOT 412.181-018
Poultryman, Meat	DOT 412.181-022
Farm Hand, Poultry	DOT 412.884-014
Laborer, Hatchery	DOT 412.887-014
Stock-Ranch Foreman	DOT 413.131-010
Camp Tender	DOT 413.138-010
Cattle Rancher	DOT 413.181-010
Goat Keeper	DOT 413.181-014
Herdsman, Swine	DOT 413.181-018
Horse Breeder	DOT 413.181-022
Sheep Rancher	DOT 413.181-026
Farm Hand, Livestock	DOT 413.884-018
Ranch Hand	DOT 413.884-030
Barn Boss	DOT 419.131-010
Animal Breeder	DOT 419.181-010
Bee Keeper	DOT 419.181-014

INFORMATION SHEET SUPPLEMENT

Plant Science O.E. 01.0102

Manager, Production	DOT 180.168-030
Superintendent	DOT 180.168-038
Superintendent, Production	DOT 180.168-042
Field Supervisor, Seed Production	DOT 180.168-018
Detasseling-Crew Supervisor	DOT 401.137-010
Area Foreman	DOT 401.138-010
Farmer, Cash Grain	DOT 401.181-010
Cotton Grower	DOT 402.181-010
Farm Hand, Cotton	DOT 402.883-010
Row Boss, Thinning	DOT 403.137-010
Vegetable Grower	DOT 403.181-010
Farm Hand, Vegetable	DOT 403.883-010
Seed Cutter	DOT 403.886-010
Fruit-Farm Foreman	DOT 404.131-010
Grove Foreman	DOT 404.137-010
Berry Grower	DOT 404.181-010
Grape Grower	DOT 404.181-014
Orchadist	DOT 404.181-018
Cranberry Picker, Machine	DOT 404.883-010
Farm Hand, Citrus Fruit I	DOT 404.883-014
Farm Hand, Fruit I	DOT 404.883-018
Fruit-Harvester Operator	DOT 404.883-022
Shaking-Machine Operator	DOT 404.883-026
Farm Hand, Berry	DOT 404.887-010
Farm Hand, Fruit II	DOT 404.887-018
Drug Grower	DOT 405.181-010
Hay Farmer	DOT 405.181-014
Hop Grower	DOT 405.181-018
Peanut Farmer	DOT 405.181-022
Sugarcane Planter	DOT 405.181-026
Tobacco Grower	DOT 405.181-030
Peanut Picker Operator	DOT 405.885-010
Farm Hand, Hops	DOT 405.885-010
Farm Hand, Tobacco	DOT 405.887-014
Harvest Hand, Broomcorn	DOT 405.887-018
Harvest Hand, Peanut	DOT 405.887-022
Harvest Hand, Sugarcane	DOT 405.887-026
Mushroom Grower	DOT 406.181-018
Seed Grower	DOT 406.181-018
Picking Crew Foreman	DOT 409.137-010
Laborer, Seed Corn	DOT 429.885-010
Laborer, Orchard Fumigation	DOT 465.887-018

Farm Mechanics O.E. 01.0103

(See the category 01.03 Agricultural Mechanics)

INFORMATION SHEET SUPPLEMENT

Farm Business Management O.E. 01.0104

General Manager	DOT 180.168-022
Manager, Farm	DOT 409.168-010
Farm, Tenant	DOT 409.181-010

B. Agricultural Supplies/Services O.E. 01.02

FEED
MILO
SOYBE
SEED
SPRAYER

Biological Aid	DOT 049.384-010
County Agricultural Agent	DOT 096.128-014
Artificial-Breeding Distributor	DOT 180.168-014
Director, Agricultural Labor Camp	DOT 187.168-018
Four-H Club Agent	DOT 096.128-
Artificial-Breeding Technician	DOT 467.384-014
Artificial Inseminator	DOT 467.384-010
Agricultural Aid	DOT 421.384-010
Farm Hand, General	DOT 421.883-010
Harvest Contractor	DOT 469.158-010

Agricultural Chemicals O.E. 01.0201

Exterminator Supervisor	DOT 389.138-010
Flight-Control Foreman	DOT 465.137-010
Spray Foreman	DOT 456.137-014
Scout	DOT 456.482-020
Weed Inspector	DOT 456.781-010

Feeds O.E. 01.0202

Salesman, Grain and Feed Products	DOT 262.358-014
Contractor, Field Hauling	DOT 469.168-010
Feed Mixer	DOT 520.885-122
Feed-Mixer Helper	DOT 520.886-302
Processor, Grain	DOT 521.885-302
Custom-Feed-Mill-Operator Helper	DOT 521.886-026
Superintendent, Grain Elevator	DOT 529.138-026

Seeds O.E. 01.0203

Seed Analyst (profess., & kin.)	DOT 040.381-014

INFORMATION SHEET SUPPLEMENT

Fertilizers (Plant Food) O.E. 01.0204

Agricultural Supplies/Services, Other O.E. 01.0299

Laboratory Technician, Veterinary	DOT 073.381-010
Salesman, Veterinarian Supplies	DOT 282.358-010
Horseshoer	DOT 356.381-010
Veterinary-Hospital Attendant	DOT 356.874-046
Tree Pruner	DOT 404.884-014
Poultry Debeaker	DOT 412.887-018
Poultry Technician	DOT 412.387-010
Chicken Sexer	DOT 412.687-014
Chick Grader	DOT 412.687-010
Poultry Vaccinator	DOT 412.884-022
Poultryman, Technical Advisor	DOT 429.228-010
Wool Shearer, Contract	DOT 467.138-010
Artificial-Breeding Technician	DOT 467.384-014
Artificial Inseminator	DOT 467.384-010
Blood Tester, Fowls	DOT 467.384-028
Poultry Inseminator	DOT 467.384-022

C. Agricultural Mechanics O.E. 01.03

Agricultural Power and Machinery O.E. 01.0301

Service Salesman, Milking Machines	DOT 277.251-010
Winnowing-Machine Operator	DOT 404.885-010
Farm-Equipment Operator	DOT 409.833-010
Hop-Picking-Machine Operator	DOT 424.132-010
Heavy Equipment Operator	DOT 424.883-010
Chopper Operator, Stationary	DOT 424.886-010
Tractor Mechanic	DOT 620.281-094
Tractor Mechanic Helper	DOT 620.884-050
Farm-Machinery Set-Up Man	DOT 624.381-014
Inspector and Tester	DOT 624.381-018
Farm-Equipment Mechanic I	DOT 624.281-010
Farm-Equipment-Mechanic Apprentice	DOT 624.281-014
Farm-Equipment Mechanic II	DOT 624.381-010
Assembly Repairman	DOT 624.781-018
Greaser	DOT 624.884-101

INFORMATION SHEET SUPPLEMENT

Agricultural Structure and Conveniences O.E. 01.0302

Soil Management O.E. 01.0303

Water Management O.E. 01.0304

Irrigator, Head	DOT 422.137-010
Zanjero	DOT 422.181-010
Irrigator, Valve Pipe	DOT 422.884-010
Irrigator	DOT 422.887-014
Irrigator, Sprinkling System	DOT 422.887-018
Irrigator, Standpipe	DOT 422.887-022

Agricultural Mechanics Skills O.E. 01.0305

Agricultural Construction and Maintenance O.E. 01.0306

Agricultural Electrification O.E. 01.0307

Agricultural Mechanics, Other O.E. 01.0399

D. Agricultural Products (Processing, Inspection, and Marketing) O.E. 01.04

Laboratory Technician Breeding	DOT 040.381-010
Apiary Inspector	DOT 168.287-014

Food Products O.E. 01.0401

Veterinary Livestock Inspector	DOT 073.181-010
Veterinary Virus-Serum Inspector	DOT 073.281-010
Buyer, Livestock	DOT 162.168-054
Field-Contact Man	DOT 162.158-082
Buyer, Agricultural Products	DOT 162.158-026
Buyer, Gain	DOT 162.168-010
Veterinary Meat Inspector	DOT 168.284-014
Poultry Inspector	DOT 168.287-086
Poultry Grader	DOT 168.287-082
Manager, Food Processing Plant	DOT 185.168-034
Watermelon Inspector	DOT 403.687-010

INFORMATION SHEET SUPPLEMENT

Egg-Room Foreman	DOT 412.137-010
Manager, Hatchery	DOT 412.168-010
Brand Inspector	DOT 413.684-010
Livestock Caretaker, Yard-or-in-Transit	DOT 466.887-010
Honey Grader and Blender	DOT 520.381-010
Rice Miller	DOT 521.138-010
Egg-Breaking-Machine Operator	DOT 521.885-122
Grader Man	DOT 521.885-170
Grinder Operator	DOT 521.885-186
Smoker	DOT 522.782-042
Neutralizer Man	DOT 522.884-010
Pickler	DOT 522.884-014
Honey Processor	DOT 522.885-062
Preparation Foreman	DOT 523.137-010
Maple Syrup Maker	DOT 523.782-050
Dehydrator Man	DOT 523.885-070
Butcher, All-Round	DOT 525.381-010
Stunner, Animal	DOT 525.887
Shackler	DOT 525.887
Sticker, Animal	DOT 525.884
Head Timmer	DOT 525.884
Carcass Splitter	DOT 525.884
Offal Man	DOT 521.884
Washer, Carcass	DOT 525.884
Shrouder	DOT 525.887
Shaver	DOT 525.887
Hide Trimmer	DOT 525.887
Boner, Meat	DOT 525.884
Skinner	DOT 525.884
Smoked Meat Preparer	DOT 525.887
Grader, Meat	DOT 525.387-010
Fruit-Buying Grader	DOT 529.387-022
Egg Candler	DOT 529.678-018
Sorter, Agricultural Produce	DOT 529.687-054

Dairy Products O.E. 01.040102

Milk Receiver	DOT 222.687
Milk Sampler	DOT 379.887
Dairy Tester	DOT 469.381
Cottage-Cheese Maker	Dot 522.782
Batch Freezer	DOT 523.885
Cheesemaker	DOT 529.381
Grader	DOT 529.387

INFORMATION SHEET SUPPLEMENT

Buttermaker	DOT 529.782
Cheesemaker Helper	DOT 529.782
Dairy-Processing-Equipment Operator	DOT 529.782
Freezer Man	DOT 529.782
Dairy Helper	DOT 529.886

Non-Food Products O.E. 01.0402

Buyer, Tobacco	DOT 162.168-014
Salesman, Raw Wool	DOT 261.358-010
Wool-Fleece Grader	DOT 413.687-010
Cotton Classes	DOT 469.387-010
Tobacco Curer	DOT 523.782-062

Agricultural Products, Other O.E. 01.0499

E. Ornamental Horticulture (Production, Processing, Marketing, and Services) O.E. 01.05

Arboriculture O.E. 01.0501

Tree-Farming Foreman	DOT 407.138-014
Tree Surgeon	DOT 409.181-014
Tree-Surgeon Helper	DOT 409.884-014

Floriculture O.E. 01.0504

Flower Grower	DOT 406.181-010

Greenhouse Operation and Management O.E. 01.0503

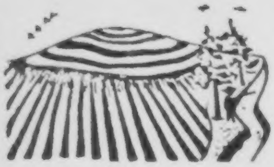
Landscaping O.E. 01.0504

Landscape Gardener	DOT 407.181-010
Grounds Keeper	DOT 407.884-010
Nurseryman	DOT 406.168-010
Laborer, Nursery	DOT 406.884-010
Groundsman	DOT 406.887-022
Moss Handler	DOT 406.887-026

INFORMATION SHEET SUPPLEMENT

Nursery Worker	DOT 406.887-030
Bagger and Burlap Man	DOT 406.887-010
Greenskeeper	DOT 407.137-010
Superintendent, Greens	DOT 407.138-010

F. Agricultural Resources (Conservation, Utilization, and Services)
O.E. 01.06



Airplane Pilot-Conservation Officer	DOT 180.168-010

Forests O.E. 01.0601

Jumpmaster	DOT 441.128-010
Suppression-Crew Leader	DOT 441.137-010
Fire Lookout	DOT 441.168-010
Fire Warden	DOT 441.168-014
Forester Aid	DOT 441.384-010
Fire Patrolman	DOT 441.687-010
Forest-Fire Fighter	DOT 441.887-010

Recreation O.E. 01.0602

Park Ranger	DOT 169.168-070
Fish and Game Warden	DOT 379.168-018
Park Caretaker	DOT 407.868-010
Campground Caretaker	DOT 407.887-010
Park Worker	DOT 407.887-022
Hunting and Fishing Guide	DOT 452.868-010

Soil O.E. 01.0603

Soil Conservationist	DOT 040.081-074

Wildlife (Including Game Farms and Hunting Areas) O.E. 01.0604

Gamekeeper	DOT 451.181-010
Predatory-Animal Hunter	DOT 451.781-014
Trapper	DOT 451.781-018
Bird Trapper	

INFORMATION SHEET SUPPLEMENT

Water O.E. 01.0605

Industrial-Waste Inspector	DOT 168.287-054

Air O.E. 01.0606

Fish (Including Farms and Hatcheries) O.E. 01.0607

Fish Culturist	DOT 041.168-010
Alligator Farmer	DOT 436.181-010
Fish Farmer	DOT 436.181-014
Frog Grower	DOT 436.181-018
Hatchery Man	DOT 436.884-022
Frog-Farm Laborer	DOT 436.887-010

Range O.E. 01.0608

G. Forestry (Production, Processing, Management, Marketing and Services) O.E. 01.07

Animal Caretaker	DOT 356.874-010
Animal Keeper	DOT 356.138-014

Forests (For definition see 01.0601, Forests, under Agricultural Resources.) O.E. 01.0701

Forest Protection O.E. 01.0702

Logging (Harvesting and Transportation) O.E. 01.0703

Buyer, Log	DOT 162.158-058
Field Man	DOT 162.158-078
Logging Contractor	DOT 183.168-030
Chief Cruiser	DOT 449.168-010
Cruiser	DOT 449.187-010
Logging-Operations Inspector	DOT 449.287-014
Seed-Cone Picker	DOT 449.887-010

Wood Utilization O.E. 01.0704

Recreation (For definition see 01.0602, Recreation, under Agricultural Resources) O.E. 01.0705

INFORMATION SHEET SUPPLEMENT

Special Products O.E. 01.0706

Field Man, Christmas Trees	DOT 162.158-086
Woods Rider	DOT 442.137-010
Woods Boss	DOT 442.138-010
Manager, District	DOT 442.168-010

Agriculture, Other O.E. 01.0799

Animal Keeper	DOT 356.874-014
Dog Pound Attendant	DOT 356.874-026
General Helper, Lab	DOT 356.874-030
Kennelman	DOT 356.874-038
Animal Correlater	DOT 419.884-010
Grubber	DOT 429.887-014

AGRICULTURAL CAREERS
UNIT: OCCUPATIONAL CLUSTERS

ASSIGNMENT SHEET #1

DETERMINING THE NET DEMAND FOR OCCUPATIONS

Using the first page of Chapter 2 of the current Occupational Training Information System (OTIS Report), fill out the following table for the Agricultural Production Program Cluster.

Net Additional Manpower Requirements

Sub-Cluster of Occupations Cluster No. 10	Demand	Supply All Sources	Demand Minus Supply	Clusters of Programs
1.				010100 Agricultural Production
2.				
3.				
4.				
5.				
6.				
7.				
TOTAL				

Where does 010100 Agricultural Production rank in the state-wide manpower demand? ______________* In your District? ____________*

*See Chapter III of OTIS Report

AGRICULTURAL CAREERS
UNIT: OCCUPATIONAL CLUSTERS

ASSIGNMENT SHEET #2

DETERMINING THE NET DEMAND FOR OCCUPATIONS

After completing Assignment Sheet #1, use the current Occupational Training Information System (OTIS Report) to fill in the demand information for the cluster of your choice.

Net Additional Manpower Requirements

Sub-Cluster of Occupations Cluster No. ___	Demand	Supply All Sources	Demand Minus Supply	Cluster of Programs
1.				______________
2.				______________
3.				
4.				
5.				
6.				
7.				
TOTAL				

Where does the cluster of your choice rank in the state-wide manpower demand? ________________* In your District? ______________*

*See Chapter III of OTIS Report

AGRICULTURAL CAREERS
UNIT: OCCUPATIONAL CLUSTERS

ASSIGNMENT SHEET #3

Using the Information Sheet Supplement list of occupational clusters, fill in the sub-clusters next to the correct OE number.

OE 01.01 AGRICULTURAL PRODUCTION

OE 01.0101
OE 01.0102
OE 01.0103
OE 01.0104

OE 01.02 AGRICULTURAL SUPPLIES AND SERVICES

OE 01.0201
OE 01.0202
OE 01.0203
OE 01.0204

OE 01.03 AGRICULTURAL MECHANICS

OE 01.0301
OE 01.0302
OE 01.0303
OE 01.0304
OE 01.0305
OE 01.0306
OE 01.0307
OE 01.0399

OE 01.04 AGRICULTURAL PRODUCTS

OE 01.0401
OE 01.040102
OE 01.0402
OE 01.0499

OE 01.05 ORNAMENTAL HORTICULTURE

OE 01.0501
OE 01.0502
OE 01.0503
OE 01.0504

OE 01.06 AGRICULTURAL RESOURCES

- OE 01.0601
- OE 01.0602
- OE 01.0603
- OE 01.0604
- OE 01.0605
- OE 01.0606
- OE 01.0607
- OE 01.0608

OE 01.07 FORESTRY

- OE 01.0701
- OE 01.0702
- OE 01.0703
- OE 01.0704
- OE 01.0705
- OE 01.0706
- OE 01.0799

AGRICULTURAL CAREERS
UNIT: OCCUPATIONAL CLUSTERS

ASSIGNMENT SHEET #4--USING RESOURCE MATERIAL

Using the Information Sheet Supplement list of agricultural occupations in this unit, choose two occupations in each cluster area which interest you and fill in the OE number and name of the sub-cluster in which you find them. Then, write the DOT numbers and names of the specific occupations. Next, look these occupations up in the Agricultural Occupations Handbook and copy the description of the occupations.

Occupational Cluster	Occupational Sub-Clusters	Specific Occupations
A. OE 01.01 Agricultural Production	OE ____________________	1. ______________
		2. ______________
B. OE 01.02 Agricultural Supplies/Services	OE ____________________	1. ______________
		2. ______________
C. OE 01.03 Agricultural Mechanics	OE ____________________	1. ______________
		2. ______________
D. OE 01.04 Agricultural Products	OE ____________________	1. ______________
		2. ______________
E. OE 01.05 Ornamental Horticulture	OE ____________________	1. ______________
		2. ______________
F. OE 01.06 Agricultural Resources	OE ____________________	1. ______________
		2. ______________
G. OE 01.07 Forestry	OE ____________________	1. ______________
		2. ______________

AGRICULTURAL CAREERS
UNIT: OCCUPATIONAL CLUSTERS

TEST

1. Match the following Agricultural Occupations clusters with the correct definitions:

A. ____ Agricultural Production

B. ____ Agricultural Supplies/Services

C. ____ Agricultural Mechanics

D. ____ Agricultural Products

E. ____ Ornamental Horticulture

1. Occupations establishing, maintaining, and managing woody plants to be used for decoration or shade purposes, field and greenhouse flowers and the arrangement of such flowers for ornamental purposes, and locating, planting, and maintaining turf, plants, shrubs, or devices for the beautification of home grounds and other areas.

2. Occupations concerned with the multiple use of privately-owned, Federal, State, and industrial forest lands and resources, including their management and protection to be used for lumber, pulpwood, and other forest products such as gum, maple syrup, and greens.

3. Occupations using facilities, land, water, machinery, chemicals, finance, and labor in the production of plant and animal products.

4. Occupations involved with the selection, operation, maintenance, and use of agricultural power, agricultural machinery and equipment, structures and utilities, soil and water management, and agricultural machine shop, including sales and services of such equipment.

5. Occupations involved in providing consumable supplies used in the production phase of agriculture, including processing, marketing, consulting, and other services.

6. Production or output from farms and ranches are of two types: food products and non-food products. Occupations include processing, inspection, and marketing of these products.

F. ____ Agricultural Resources	7. Occupations involved in the conservation and improvement of resources such as forests and other natural areas, fish and wildlife, soil, water, and air, for economic and recreational purposes and in the establishment and management of recreational facilities.
G. ____ Forestry	

2. List two possible ways to enter an agricultural occupation of your choice and the education needed to enter it.

3. List 3 occupation sub-clusters available within the occupational cluster of your choice.

Cluster ____

Sub-Clusters:

a. ____________________________________

b. ____________________________________

c. ____________________________________

4. List one specific occupation for each of the Agricultural Occupations Clusters:

Occupations Cluster	Specific Occupation
a. Agricultural Production	1. ____________________________
b. Agricultural Supplies/Services	2. ____________________________
c. Agricultural Mechanics	3. ____________________________
d. Agricultural Products	4. ____________________________
e. Ornamental Horticulture	5. ____________________________
f. Agricultural Resources	6. ____________________________
g. Forestry	7. ____________________________

AGRICULTURAL CAREERS
UNIT: OCCUPATIONAL CLUSTERS

ANSWERS TO TEST

1. a. 3
   b. 5
   c. 4
   d. 6
   e. 1
   f. 7
   g. 2

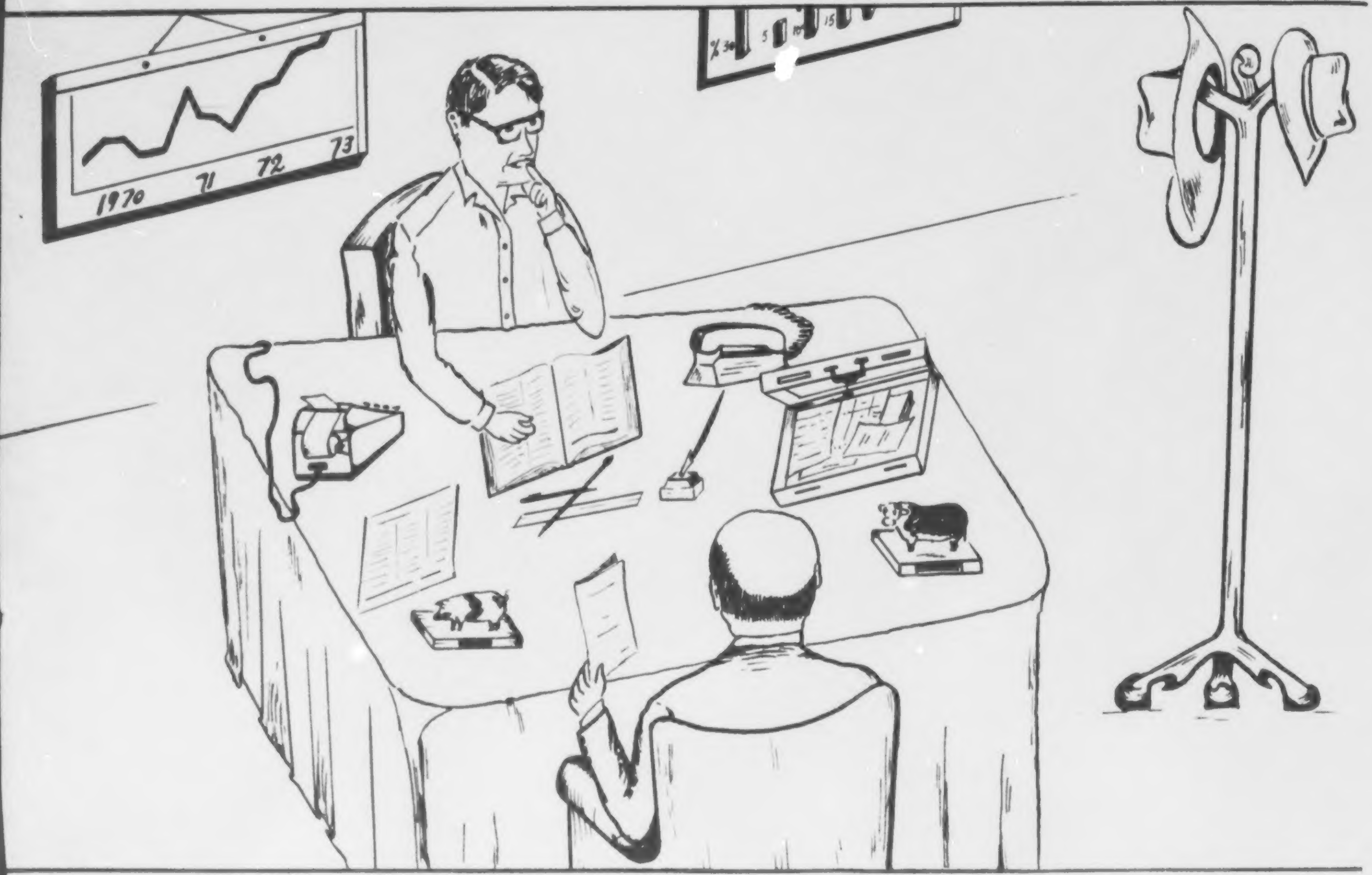
2. Instructor must check against information sheets.

3. Instructor must check against information sheets.

4. Instructor must check against information sheets.

Agricultural production

FARM MANAGER


1970
71
72
73
% 30
5
10
15

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTION
UNIT: FARM MANAGER (OPERATOR)

TERMINAL OBJECTIVES

After completion of this unit, the student should be aware of the importance of the farm operator in production of agricultural products and identify several of the responsibilities a farm operator accepts. He should know how to determine if he has an interest in becoming a farm operator, some enterprises which might be part of a farming operation and know how a high school vocational agriculture student could become a farm operator. This will be evidenced by a score of eighty-five percent on a post test.

SPECIFIC OBJECTIVES

The student should be able to:

1. List three areas of responsibility accepted by the farm operator.
2. List four enterprises which might be part of a farm operation.
3. List four personal characteristics or interests that would indicate your interest in becoming a farm operator.
4. List four areas of study taught in vocational agriculture that can aid a student in becoming a farm operator.
5. Show steps by which a high school vocational agriculture student could become established as a farm operator.
6. Identify the approximate number of farm operators needed in Oklahoma during the current year.
7. Identify the approximate starting salary or net income for a farm operator.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTION
UNIT: FARM MANAGER (OPERATOR)

SUGGESTED ACTIVITIES

I. Instructor:

- A. Decide on method of teaching--audio visual aid, field trip, skill trial, or resource person--to be used.
- B. Provide students with objective sheets, and information sheets.
- C. Discuss terminal and specific objectives with students.
- D. Discuss information sheets with students and make application to local situation.
- E. Give test.

II. Student:

- A. Discuss objectives with instructor.
- B. Study information sheets.
- C. Complete assignment sheets.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheets
- C. Test
- D. Answers to test

II. Additional Materials:

- A. OTIS (Occupational Training Information System), Department of Vocational Technical Education, Stillwater, Oklahoma.

- B. VIEW (Vital Information for Education and Work), Department of Vocational Technical Education, Stillwater, Oklahoma.

- C. DOT (Dictionary of Occupational Titles), United States Printing Office, Washington, D. C.

This unit was written and revised in the Agricultural Education Department at Oklahoma State University by Drs. Floyd J. Lark, Billie Henderson, Stanley Hodges, Willis Johnson, Tobie Titsworth, and James P. Key. It was developed through a project co-supported by the Agricultural Experiment Station at Oklahoma State University and the Oklahoma State Department of Vocational and Technical Education.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTION
UNIT: FARM MANAGER (OPERATOR)

INFORMATION SHEET

I. Job Description

Raises various kinds of crops and livestock: Determines kinds and amounts of crops to be grown and livestock to be bred, according to market conditions, weather, and size and location of farm. Selects and purchases seed, fertilizer, farm machinery, livestock and feed, and assumes responsibility for sale of crop and livestock products. Hires and supervises farm hands engaged in planting, cultivating, and harvesting crops, and raising livestock. Performs duties of farm hands, depending on size and nature of farm, including setting up and operating machinery.

Other closely related occupations and their DOT numbers are:

421.131-010	Farm Foreman
421.884-010	Caretaker, Farm
421.883-010	Farm Hand, General

II. The farm operator usually accepts responsibility for financing his operation, production of his products, and selling his products.

III. Enterprises that are produced on a farm are usually products which are common to that locality. Some of the more common enterprises in Oklahoma are:

Crops:	Livestock:
Wheat	Cattle
Milo	Swine
Corn	Sheep
Soybeans	Horses

IV. Some personal characteristics and interests which could help you to be a successful farm operator are:

A. A desire to work with the soil
B. Satisfaction from seeing animals or plants grow
C. The ability to plan production programs
D. The ability to make management decisions
E. A willingness to develop and use new ideas
F. The desire to work long hours

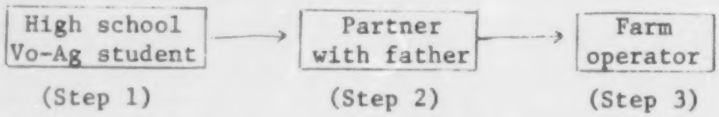
INFORMATION SHEET

V. Some of the areas taught in vocational agriculture that can help an individual to become established as a farm operator are:

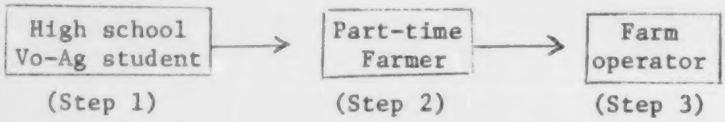
  A. Farm and ranch management
  B. Feeds and feeding
  C. Fertilization methods
  D. Breeds of livestock
  E. Plant and soil science

VI. Two ways by which a high school vocational agriculture student could become established as a farm operator are:

  A.


High school Vo-Ag student
Partner with father
Farm operator
(Step 1)
(Step 2)
(Step 3)

  B.


High school Vo-Ag student
Part-time Farmer
Farm operator
(Step 1)
(Step 2)
(Step 3)

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTION
UNIT: FARM MANAGER (OPERATOR)

ASSIGNMENT SHEET #1--DETERMINING THE NET DEMAND IN FARM MANAGEMENT

Using the Occupational Training Information System (OTIS Report), Chapter II, find the approximate number of farm managers needed in Oklahoma for the current year. This can be found listed in the program cluster 010100 Agricultural Production.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTION
UNIT: FARM MANAGER (OPERATOR)

ASSIGNMENT SHEET #2--DETERMINING THE APPROXIMATE STARTING SALARY

Find the approximate starting salary or net income for farm operators by consulting one or more of the following sources:

Oklahoma Employment Securities Commission
Private Employment Agencies
Local Library
Vocational Agriculture Teacher
Local Farm Managers

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTION
UNIT: FARM MANAGER (OPERATOR)

TEST

1. List three areas of responsibility accepted by the farm operator.

   a.

   b.

   c.

2. List four enterprises which might be part of a farm operation.

   a.

   b.

   c.

   d.

3. List four personal characteristics or interests that would indicate your interest in becoming a farm operator.

   a.

   b.

   c.

   d.

4. List four areas of study taught in vocational agriculture that can aid you in becoming a farm operator.

   a.

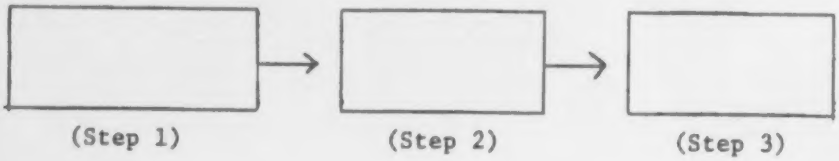
   b.

   c.

   d.

TEST

5. Show steps by which a high school vocational agriculture student could become established as a farm operator.


(Step 1)
(Step 2)
(Step 3)

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTION
UNIT: FARM MANAGER (OPERATOR)

ANSWERS TO TEST

1. a. Financing his operation
   b. Production of his products
   c. Selling of his products

2. Any four of the following:

Crops:	Livestock:
Wheat	Cattle
Milo	Swine
Corn	Sheep
Soybeans	Horses

3. Any four of the following:

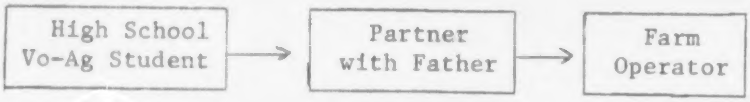
   a. A desire to work with the soil
   b. Satisfaction from seeing animals or plants grow
   c. The ability to plan production programs
   d. The ability to make management decisions
   e. A willingness to develop and use new ideas
   f. The desire to work long hours

4. Any four of the following:

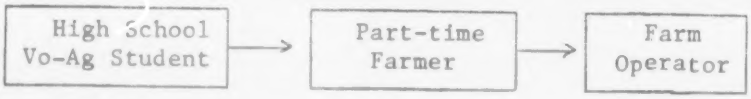
   a. Farm and ranch management
   b. Feeds and feeding
   c. Fertilizer methods
   d. Breeds of livestock
   e. Plant and soil science

5. Either one of the following:

A.

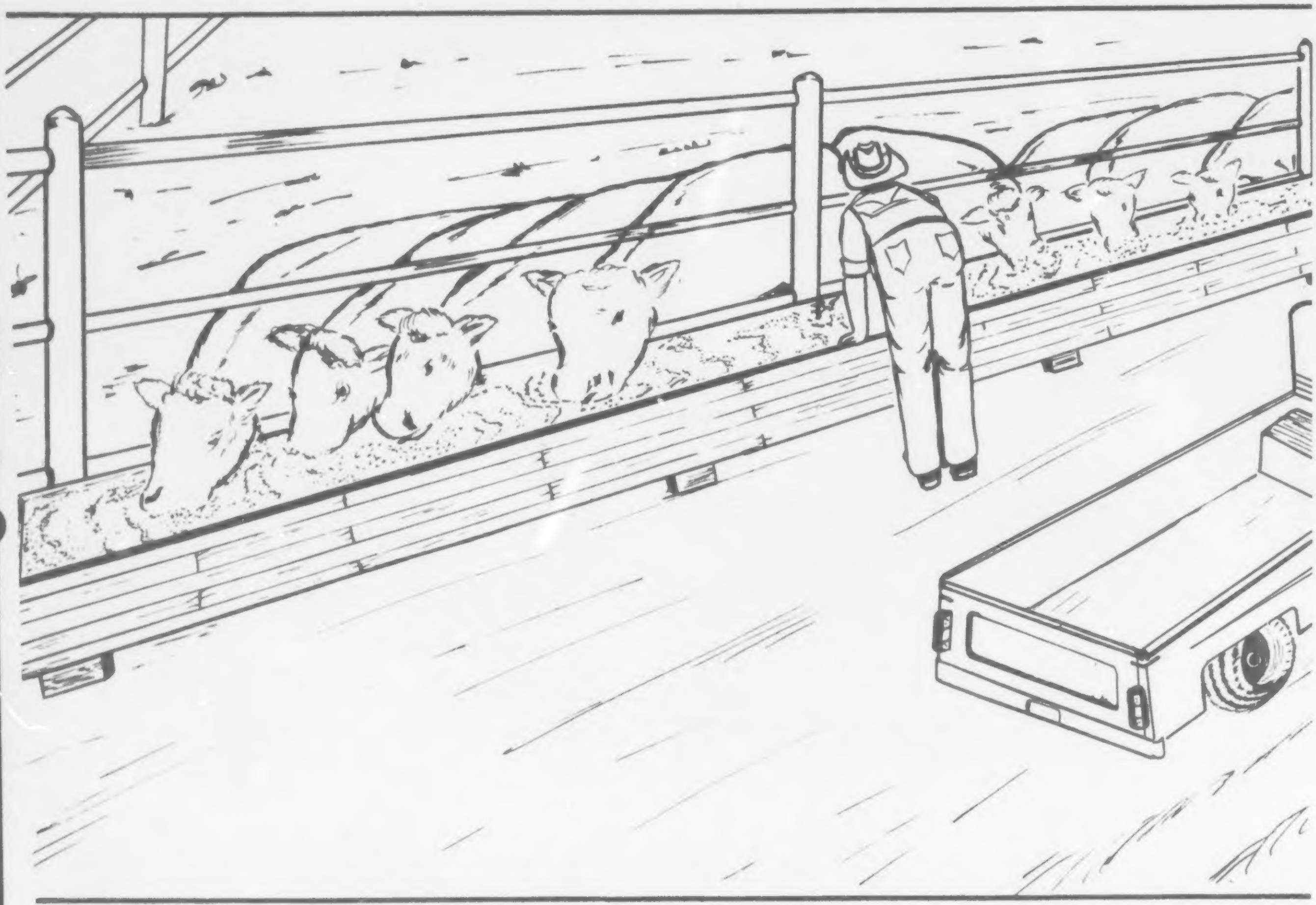

High School Vo-Ag Student
Partner with Father
Farm Operator

B.


High School Vo-Ag Student
Part-time Farmer
Farm Operator

FEEDLOT ASSISTANT

CATTLE FOREMAN



AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTION
UNIT: FEEDLOT ASSISTANT CATTLE FOREMAN

TERMINAL OBJECTIVES

After completion of this unit, the student should be aware of the importance of the assistant cattle foreman to a feedlot, the responsibilities and characteristics of this occupation. This will be evidenced by scoring at least eight-five percent on a post test.

SPECIFIC OBJECTIVES

The student should be able to:

1. List five responsibilities which the assistant cattle foreman is charged with.
2. List three items which the assistant cattle foreman uses in his job.
3. List the three major areas of responsibility of the assistant cattle foreman.
4. List three desirable personal traits needed by an assistant cattle foreman.
5. List four areas taught in vocational agriculture which could help a student to become an assistant cattle foreman in a feedlot.
6. Draw a diagram of how a high school vocational agriculture student could become an assistant cattle foreman in a feedlot.
7. Determine the local demand for the feedlot assistant cattle foreman.
8. Identify the approximate salary made by an assistant cattle foreman in a feedlot.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTION
UNIT: FEEDLOT ASSISTANT CATTLE FOREMAN

SUGGESTED ACTIVITIES

I. Instructor:

- A. Decide on method of teaching--audio visual aid, field trip, skill trial, or resource person--to be used.
- B. Provide students with objective sheets, information sheets, and assignment sheets.
- C. Discuss terminal and specific objectives with students.
- D. Discuss information sheets with students and make application to local situation.
- E. Give test.

II. Students:

- A. Discuss objectives with instructor.
- B. Study information sheets.
- C. Do assignment sheets.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

- A. Objective sheet
- B. Information sheets
- C. Assignment sheets
- D. Test
- E. Answers to test

II. Additional Materials:

- A. OTIS (Occupational Training Information Service), Department of Vocational-Technical Education, Stillwater, Oklahoma.

- B. VIEW (Vital Information for Education and Work), Department of Vocational-Technical Education, Stillwater, Oklahoma.

- C. DOT (Dictionary of Occupational Titles), United States Printing Office, Washington, DC.

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AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTION
UNIT: FEEDLOT ASSISTANT CATTLE FOREMAN

INFORMATION SHEET

I. Job Description

Assists the cattle foreman in formulating rations, accepting and delivering cattle to and from the feedlot, checks cattle for any special attention which they might need upon entering the feedlot, and gives routine medical attention to cattle as they enter. Works with pen riders in observing cattle for abnormalities while in the feedlot, weighs and loads cattle for shipping to packing houses at the end of the feeding program.

Related jobs:

1. Cattle foreman
2. Feedlot Manager
3. Pen Rider

II. Some of the items which an assistant cattle foreman uses in his job are:

A. Pickup
B. Cattle handling equipment
C. Cattle Scales
D. Veterinarian supplies

III. The three major areas of responsibility which the assistant cattle foreman accepts are:

A. Checking cattle into the feedlot
B. Keeping progress records of cattle while in the feedlot
C. Shipping cattle from the feedlot

IV. Three desirable personal traits needed by an assistant cattle foreman in a feedlot are:

A. A desire to work with cattle
B. A desire to work out of doors
C. An ability to work with people

V. Areas taught in vocational agriculture which could help a student to become an assistant cattle foreman in a feedlot include:

A. Cattle diseases
B. Feeds and feeding
C. Record keeping
D. Leadership

VI. A high school vocational agriculture student might use one of the following paths to become an assistant cattle foreman for a feedlot:

Vo. Ag. Student → Work Experience on a Ranch → Pen Rider → Assistant Cattle Foreman

or:

Vo. Ag. Student → College or Other Technical Training → Pen Rider → Assistant Cattle Foreman

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTION
UNIT: FEEDLOT ASSISTANT CATTLE FOREMAN

ASSIGNMENT SHEET #1--DETERMINING THE LOCAL DEMAND AND WAGES FOR A FEEDLOT ASSISTANT CATTLE FOREMAN

Visit the local feedlots (if available) and ask them how many assistant cattle foremen they hire and how many they will need in the future. Also check how many related workers, such as foremen and pen riders they hire. Find out the wages paid these workers.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTION
UNIT: FEEDLOT ASSISTANT CATTLE FOREMAN

TEST

1. List five responsibilities which the assistant cattle foreman is charged with:

   a.

   b.

   c.

   d.

   e.

2. What are three of the items as assistant cattle foreman uses in his work?

   a.

   b.

   c.

3. List the three major areas of responsibility the assistant cattle foreman is responsible for:

   a.

   b.

   c.

4. What are three desirable personal traits needed to be an assistant cattle foreman in a feedlot?

   a.

   b.

   c.

5. List four areas taught in vocational agriculture which could help a student become an assistant cattle foreman in a feedlot.

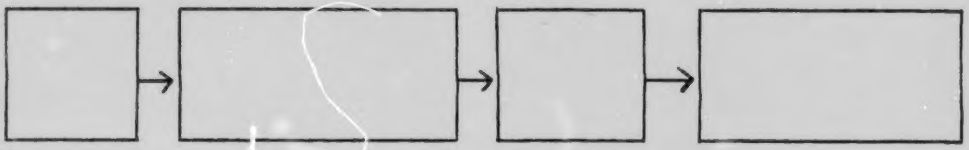
a.

b.

c.

d.

6. Draw a diagram of how a vocational agriculture student could become an assistant cattle foreman in a feedlot.



AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTION
UNIT: FEEDLOT ASSISTANT CATTLE FOREMAN

ANSWERS TO TEST

1. Any five of the following:
    a. Assists cattle foreman
    b. Formulates rations
    c. Accepts cattle into feedlot
    d. Gives cattle needed attention upon arrival at feedlot
    e. Checks progress of cattle while at the feedlot
    f. Weighs cattle at end of feeding period
    g. Ships cattle to packing houses

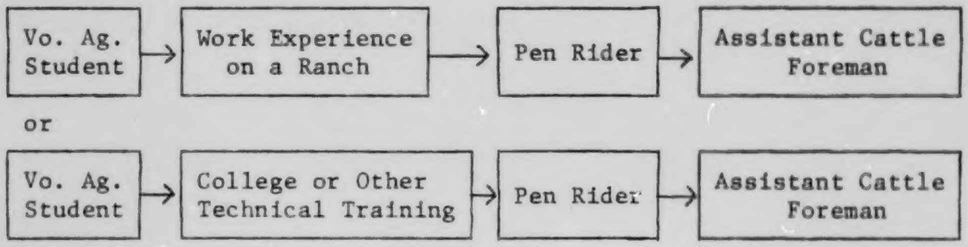
2. a. pickup
    b. veterinarian supplies
    c. cattle scales
    d. cattle handling equipment

3. a. Checking cattle into the feedlot
    b. Keeping progress records of cattle while in the feedlot
    c. Shipping cattle from feedlot

4. a. A desire to work with cattle
    b. A desire to work out of doors
    c. An ability to work with people

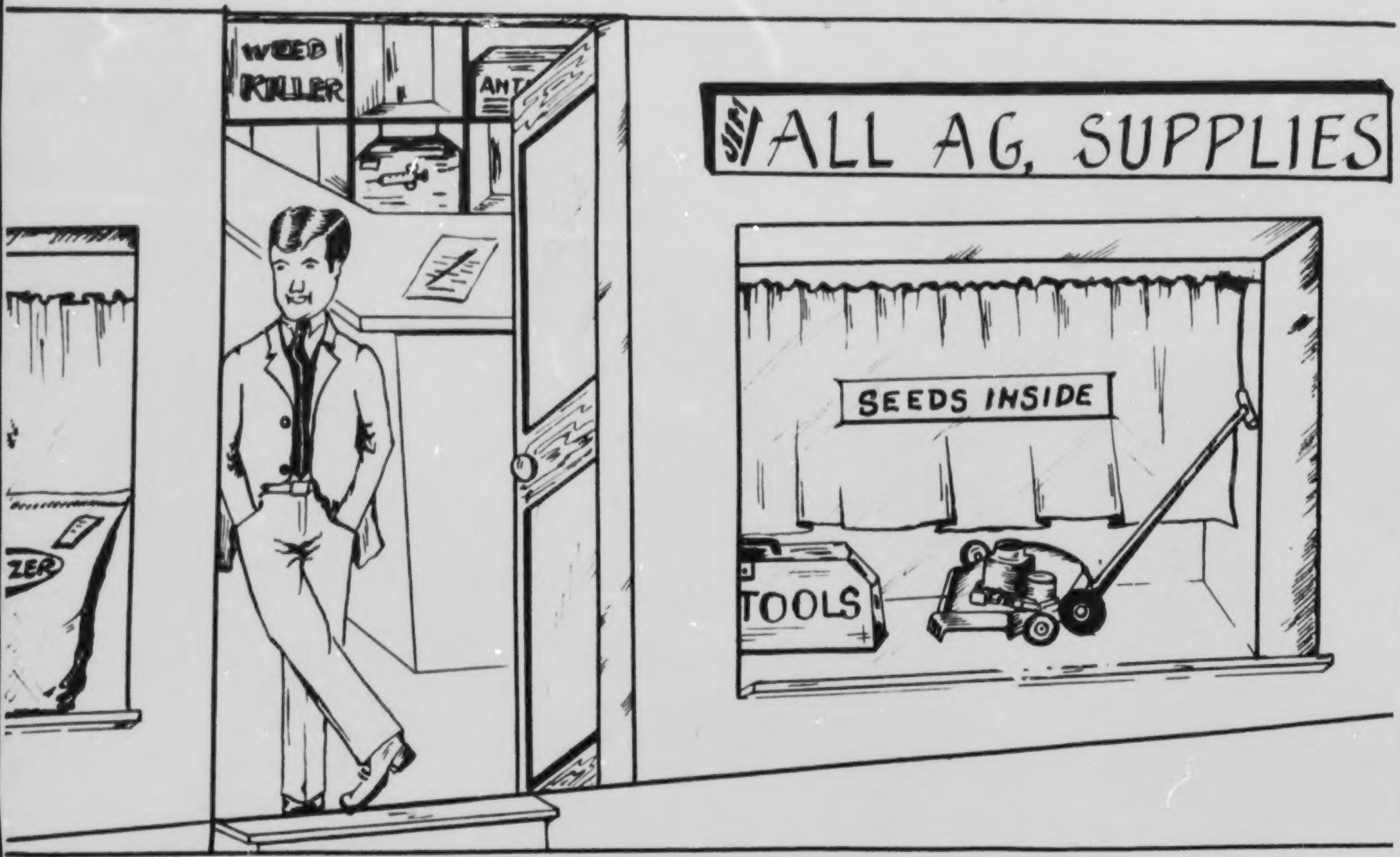
5. a. Cattle diseases
    b. Feeds and feeding
    c. Record keeping
    d. Leadership

6. Either of the following:


Vo. Ag. Student
Work Experience on a Ranch
Pen Rider
Assistant Cattle Foreman
or
Vo. Ag. Student
College or Other Technical Training
Pen Rider
Assistant Cattle Foreman

Agricultural
Sales/Services

AGRICULTURAL SALES CLERK


WEED KILLER
ANT
ALL AG. SUPPLIES
SEEDS INSIDE
TOOLS
ZER

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL SALES/SERVICES
UNIT: AGRICULTURAL SALES CLERK

TERMINAL OBJECTIVE

After completion of this unit, the student should be aware of the importance of the sales clerk in an agricultural business. He should be able to (a) identify several of the requirements of this occupation, (b) determine if he has any interest in pursuing this career, and (c) know how a vocational agriculture student could become an agricultural sales clerk, This knowledge will be evidenced by a score of eighty-five percent on a post test.

SPECIFIC OBJECTIVES

The student should be able to:

1. List five duties of an agricultural sales clerk.
2. List five products which an agricultural sales clerk might sell.
3. List three personal characteristics which would aid him to become an agricultural sales clerk.
4. Write a short paragraph defining "trial period."
5. Identify an approximate starting wage for an agricultural clerk.
6. Show the steps whereby a high school student in vocational agriculture could become employed as an agricultural sales clerk.
7. Identify the approximate number of agricultural sales clerks needed in Oklahoma during the current year.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL SALES/SERVICES
UNIT: AGRICULTURAL SALES CLERK

SUGGESTED ACTIVITIES

I. Instructor:

A. Decide which method of teaching--audio visual aids, field trip, skill trial, or resource person--to be used.
B. Provide students with objective sheets, and information sheets.
C. Discuss terminal and specific objectives with students.
D. Discuss information sheets with students and make application to local situation.

II. Students:

A. Discuss objectives with instructor.
B. Study information sheets.
C. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives
B. Information sheets
C. Test
D. Answers to test

II. Additional Materials:

A. OTIS (Occupational Training Information System), Department of Vocational Technical Education, Stillwater, Oklahoma.

B. VIEW (Vital Information for Education and Work), Department of Vocational Technical Education, Stillwater, Oklahoma.

C. DOT (Dictionary of Occupational Titles), United States Government Printing Office, Washington, D. C. 20402.

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AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL SALES/SERVICES
UNIT: AGRICULTURAL SALES CLERK

INFORMATION SHEET

I. General Job Description

Sells agricultural products, erects displays of products and maintains displays of products sold in the business. Must have technical knowledge about each product. Suggests changes for customers to make. Writes sales tickets and operates a cash register. Might be required to demonstrate and deliver products. Must have a personality which is pleasing to the customer.

Specific job descriptions can be found in the Dictionary of Occupational Titles under the following numbers:

262.358-014	Salesman, Grain-and-Feed Products
282.358-010	Salesman, Veterinarian Supplies
277.251-010	Service Salesman, Agricultural Mechanics
261.358-010	Raw Wool Salesman

II. An agricultural sales clerk sells products used in agriculture. Some examples might be feed, seed, fertilizer, veterinary medicine and supplies, machinery, tires, and gasoline.

III. Some personal characteristics and interests which could help a person become a successful agricultural sales clerk are:

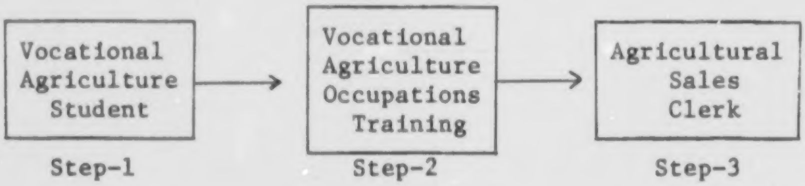
A. Should be interested in farm and ranch work.
B. Should be friendly, pleasant and enjoy meeting and serving the public.
C. Should have some business management ability.

IV. When some employees are hired, they must prove their ability to do the job they are hired for. So that a company can be sure of hiring qualified people, it will sometimes require the employee to complete a trial period. During this time the employee usually does not get a salary increase, nor is he sent to school for further training. The trial period will usually last for about six months. After the new employee has finished his trial period, he then will obtain pay increases and other benefits offered by the company.

INFORMATION SHEET

V. Usually the beginning agricultural sales clerk can expect to receive the minimum wage as set by the government.

VI. A student in vocational agriculture could become an agricultural sales clerk by following these steps.


Vocational Agriculture Student
Step-1
Vocational Agriculture Occupations Training
Step-2
Agricultural Sales Clerk
Step-3

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL SALES/SERVICES
UNIT: AGRICULTURAL SALES CLERK

ASSIGNMENT SHEET #1--

DETERMINING THE NET DEMAND FOR AGRICULTURAL SALES CLERKS

Using the Occupational Training Information System (OTIS Report), Chapter II, find the approximate number of agricultural sales clerks needed in Oklahoma for the current year. (Look under sales occupations.)

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL SALES/SERVICES
UNIT: AGRICULTURAL SALES CLERK

TEST

1. List five duties of an agricultural sales clerk.

    a.

    b.

    c.

    d.

    e.

2. List five products which an agricultural sales clerk might sell.

    a.

    b.

    c.

    d.

    e.

3. List three characteristics which might help a person become a successful agricultural sales clerk.

    a.

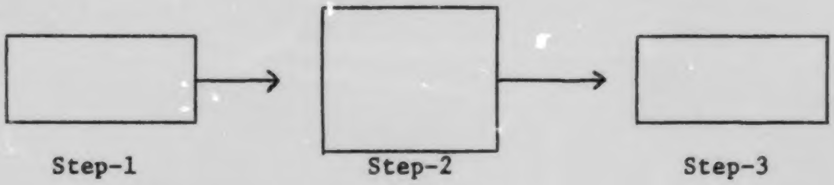
    b.

    c.

4. Define the term "trial period."

5. A beginning agricultural sales clerk can expect to receive what kind of wage? ______________________________

6. Show the steps for becoming an agricultural sales clerk.


Step-1
Step-2
Step-3

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL SALES/SERVICES
UNIT: AGRICULTURAL SALES CLERK

ANSWERS TO TEST

1. Any five of the following:

   a. Sell agricultural products
   b. Erects and maintains displays of products sold
   c. Write sales tickets
   d. Demonstrate products
   e. Deliver products
   f. Answers technical questions about the products sold
   g. Suggests changes for customer to make
   h. Operates cash register

2. Any five of the following:

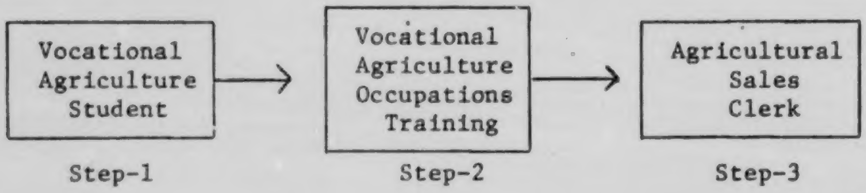
   a. Feed
   b. Seed
   c. Fertilizer
   d. Machinery
   e. Tires
   f. Veterinary medicine and supplies
   g. Gasoline

3. a. Should be interested in farm and ranch work
   b. Should be friendly, pleasant and enjoy meeting and serving the public
   c. Should have some business management ability

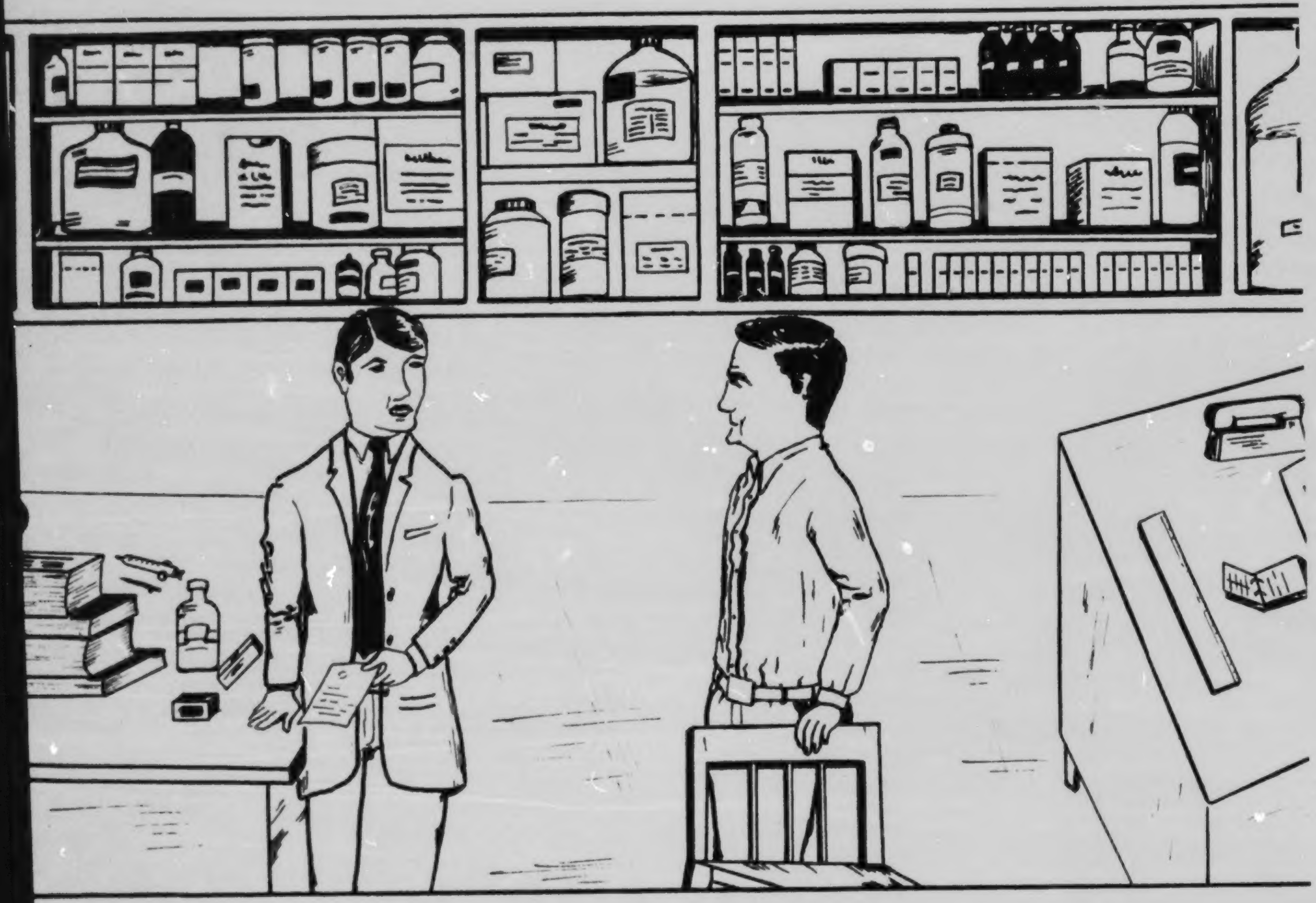
4. The period of time that the employee is given to prove to the employer that he has the technical qualifications and ability to do the job he has been hired to do. The period is usually six months for a sales clerk.

5. Minimum wage as set by the government.

6.


Vocational Agriculture Student
Vocational Agriculture Occupations Training
Agricultural Sales Clerk
Step-1
Step-2
Step-3

VETERINARIAN SUPPLY SALESMAN



AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL SUPPLIES/SERVICES
UNIT: VETERINARIAN SUPPLY SALESMAN

TERMINAL OBJECTIVES

After completion of this unit, the student should be aware of the importance of the veterinarian supply salesman to the veterinarian, the requirements and tasks performed in the occupation, and a method by which a student could enter the occupation. This will be evidenced by scoring at least eighty-five percent on a post test.

SPECIFIC OBJECTIVES

1. List three tasks the veterinarian supply salesman should perform.
2. List three kinds of products the veterinarian supply salesman sells.
3. List two desirable personal traits needed by veterinarian supply salesmen.
4. Draw a diagram of how drugs get from the manufacturer to the farmer.
5. List four areas taught in vocational agriculture that could help a student to become a veterinarian supply salesman.
6. Draw a diagram which a high school student in vocational agriculture could follow to become a veterinarian supply salesman.
7. Determine the local demand for the veterinarian supply salesman.
8. Identify the approximate beginning salary of a veterinarian supply salesman.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL SUPPLIES/SERVICES
UNIT: VETERINARIAN SUPPLY SALESMAN

SUGGESTED ACTIVITIES

I. Instructor:

- A. Decide on method of teaching--audio visual aid, field trip, skill trial, or resource person--to be used.
- B. Provide students with objective sheets, information sheets, and assignment sheets.
- C. Discuss terminal and specific objectives with students.
- D. Discuss information sheets with students and make application to local situation.
- E. Give test.

II. Student:

- A. Discuss objectives with instructor.
- B. Study information sheets.
- C. Do assignment sheet.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

- A. Objective sheet
- B. Information sheets
- C. Assignment sheet
- D. Test
- E. Answers to test

II. Additional Materials:

- A. OTIS (Occupational Training Information Service), Department of Vocational-Technical Education, Stillwater, Oklahoma.

- B. VIEW (Vital Information for Education and Work), Department of Vocational-Technical Education, Stillwater, Oklahoma.

- C. DOT (Dictionary of Occupational Titles), United States Printing Office, Washington, DC.

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AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL SUPPLIES/SERVICES
UNIT: VETERINARIAN SUPPLY SALESMAN

INFORMATION SHEET

I. Dictionary of Occupational Titles No. 073.381-010

Sells veterinarian supplies, such as medical supplies and equipment, and packaged food, performing duties as other salesmen. Travels from one veterinarian to another and usually has a home office within a given area.

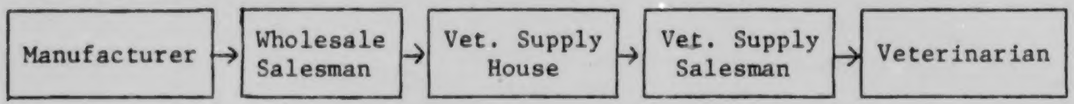
II. The veterinarian supply salesman sells products which are of three categories:

- A. Pharmaceuticals (Medicine)
- B. Biologicals (Feeds)
- C. Equipment (Tools)

III. The following personal characteristics are desirable for a veterinarian supply salesman to have:

- A. The ability to get along with and care about people
- B. A willingness to keep abreast of new methods and drugs
- C. Be willing to travel

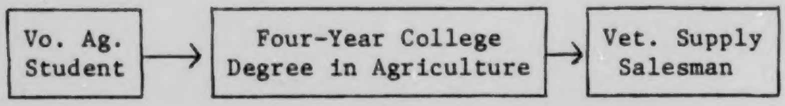
IV. The following is a diagram of how drugs get from the manufacturer to the veterinarian:



V. Four areas taught in vocational agriculture which could help a student to become a veterinarian supply salesman are:

- A. Livestock diseases and sanitation
- B. Breeds of livestock
- C. Feeds and feeding
- D. Record keeping

VI. The following is a diagram of how a high school vocational agriculture student could become a veterinarian supply salesman:


Vo. Ag. Student
Four-Year College Degree in Agriculture
Vet. Supply Salesman

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL SUPPLIES/SERVICES
UNIT: VETERINARIAN SUPPLY SALESMAN

ASSIGNMENT SHEET #1--DETERMINING THE LOCAL DEMAND AND WAGES FOR A VETERINARIAN SUPPLY SALESMAN

Visit the nearest veterinarian and ask him who supplies him with drugs and supplies. Make arrangements to talk with his supply salesman and find out how many other salesmen his company hires. Find out how many other supply companies there are in Oklahoma. Ask him the approximate salary the salesmen make.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL SUPPLIES/SERVICES
UNIT: VETERINARIAN SUPPLY SALESMAN

TEST

1. List three tasks the veterinarian supply salesman should perform:

   a.

   b.

   c.

2. List three kinds of products a veterinarian supply salesman sells:

   a.

   b.

   c.

3. List two desirable personal characteristics which a veterinarian supply salesman needs:

   a.

   b.

4. Draw a diagram of how drugs get from the manufacturer to the veterinarian.

5. List four areas taught in vocational agriculture which could help a student to become a veterinarian supply salesman.

   a.

   b

   c.

   d.

6. Draw a diagram which a high school student of vocational agriculture could follow to become a veterinarian supply salesman.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL SUPPLIES/SERVICES
UNIT: VETERINARIAN SUPPLY SALESMAN

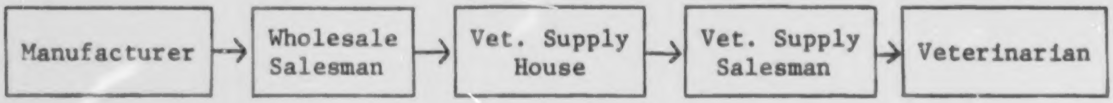
ANSWERS TO TEST

1. a. Sells medical supplies
   b. Sells medical equipment
   c. Travels from veterinarian to veterinarian

2. a. Pharmaceuticals
   b. Biologicals
   c. Equipment

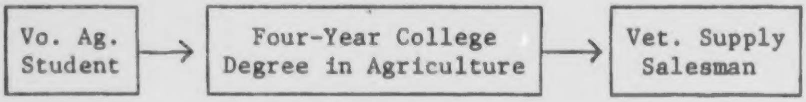
3. a. The ability to get along with and care about people
   b. A willingness to keep abreast of new methods and drugs
   c. Be willing to travel

4.


Manufacturer
Wholesale Salesman
Vet. Supply House
Vet. Supply Salesman
Veterinarian

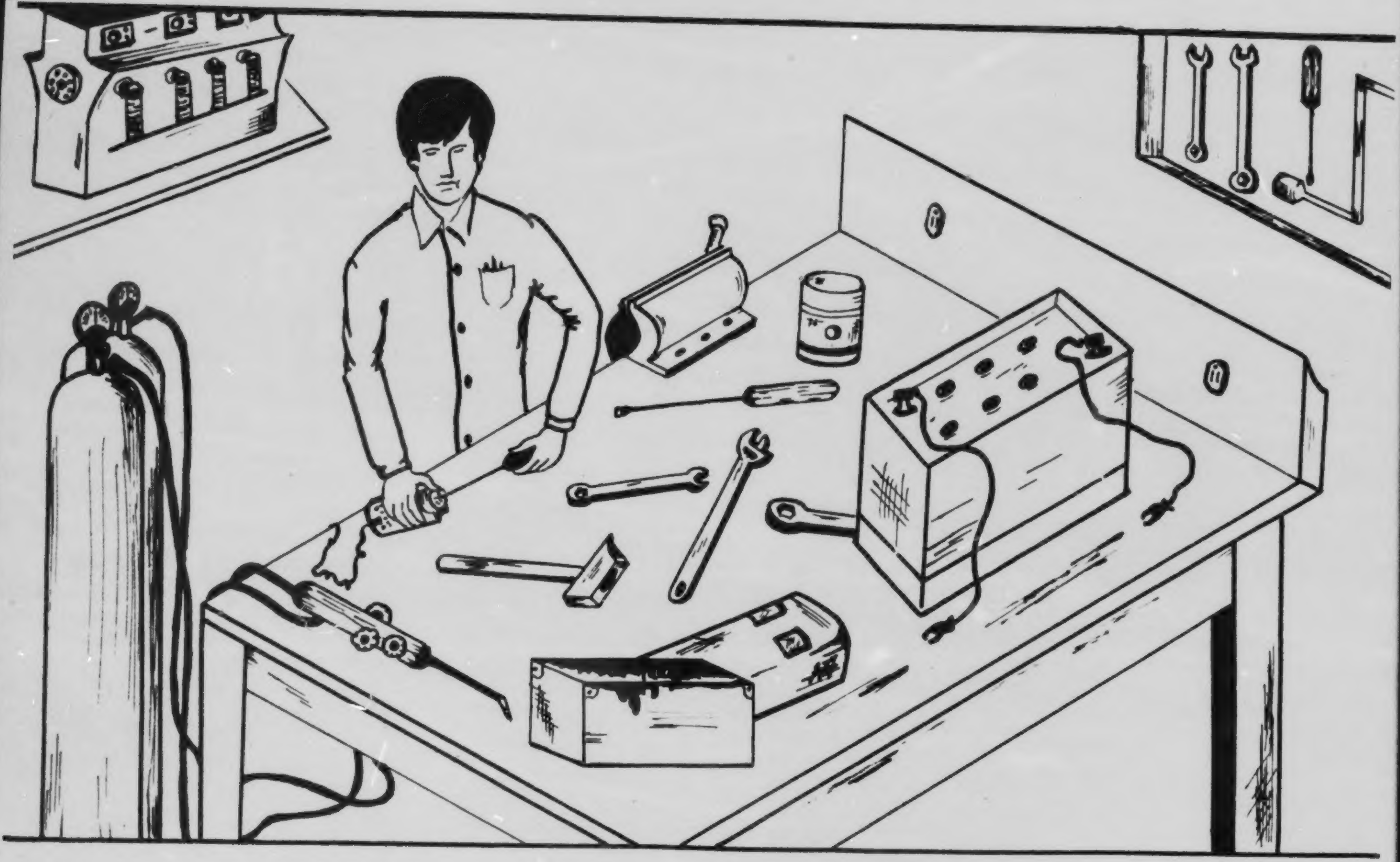
5. a. Livestock diseases and sanitation
   b. Breeds of livestock
   c. Feeds and feeding
   d. Record keeping

6.


Vo. Ag. Student
Four-Year College Degree in Agriculture
Vet. Supply Salesman

Agricultural
Mechanics

AGRICULTURAL MECHANIC



AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL MECHANICS
UNIT: AGRICULTURAL MECHANIC

TERMINAL OBJECTIVE

After completion of this unit, the student should be aware of the importance of the agricultural mechanic in the agricultural machinery business and be able to identify several of the requirements of this occupation. He should be able to determine if he has any interest in pursuing this career and identify methods by which a high school student could become an agricultural mechanic. This knowledge will be evidenced by a score of 85 percent on a post test.

SPECIFIC OBJECTIVES

The student should be able to:

1. List five competencies needed to become an agricultural mechanic.
2. Identify the type of school which provides training for agricultural mechanics.
3. List special tools and equipment provided by the agricultural mechanic.
4. Draw a diagram showing the steps by which a high school vocational agriculture student could become an agricultural mechanic.
5. Identify the approximate yearly income a beginning agricultural mechanic could expect and two systems by which he is paid.
6. Identify the approximate number of agricultural mechanics needed in Oklahoma during the current year.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL MECHANICS
UNIT: AGRICULTURAL MECHANIC

SUGGESTED ACTIVITIES

I. Instructor:

A. Decide on method of teaching--audio visual aid, field trip, skill trial, or resource person--to be used.
B. Provide students with objective sheets and information sheets.
C. Discuss terminal and specific objectives with students.
D. Discuss information sheets with students and make application to local situation.
E. Give test.

II. Student:

A. Discuss objectives with instructor.
B. Study information sheets.
C. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective sheet
B. Information sheets
C. Assignment sheets
D. Test
E. Answers to test

II. Additional Materials:

A. OTIS (Occupational Training Information System), Department of Vocational Technical Education, Stillwater, Oklahoma.

B. VIEW (Vital Information for Education and Work), Department of Vocational Technical Education, Stillwater, Oklahoma.

C. DOT (Dictionary of Occupational Titles), United States Printing Office, Washington, D. C.

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AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL MECHANICS
UNIT: AGRICULTURAL MECHANIC

INFORMATION SHEET

I. General Job Description

Determines why tractors do not operate correctly. Repairs tractors and tractor parts according to manuals, factory directions, and knowledge of engine operations, using handtools, power tools, and testing instruments. Attaches instruments to certain parts of the tractor using clamps and handtools. Removes and takes apart engines, transmissions, and clutches, using hoists, jacks, and other tools. Inspects parts for damage and determines dimensions and clearance for parts according to specifications using very precise tools. Replaces worn or damaged parts. May weld defective body or frame parts. For related jobs refer to the following DOT numbers and titles:

620.884-050	Tractor Mechanic
624.381-014	Farm Machinery Set-Up Man
624.281-010	Farm-Equipment Mechanic I
624.381-010	Farm-Equipment Mechanic II
624.281-014	Farm-Equipment Mechanic Apprentice
624.781-018	Assembly Repairman
624.884-010	Greaser

II. Training for an agricultural mechanic is given at technical schools. Schools in Oklahoma where training is available for agricultural mechanics:

A. Oklahoma State University Tech., Okmulgee, Oklahoma (post secondary)

B. The following secondary vocational-technical schools in Oklahoma:

1. Oklahoma City
2. Tulsa
3. O. T. Autry -- Enid
4. Southern Oklahoma -- Ardmore
5. Central Oklahoma -- Drumright
6. Canadian Valley -- El Reno
7. Mid America -- Wayne
8. Great Plains -- Lawton
9. Kiamichi -- Hugo
10. Northwest Oklahoma -- Alva

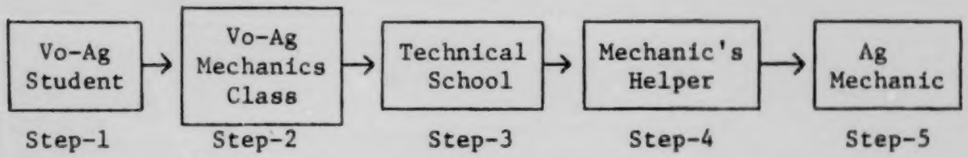
INFORMATION SHEET

In addition to attending some technical institution to acquire the basic knowledge and skills required of an agricultural mechanic, it is also required by some dealerships that the mechanic attend annual training schools, which are paid for by the dealer.

III. Items most mechanics working for a dealership are required to furnish:

A. Tools--$1,000
B. Special clothing--$50

IV. A student of vocational agriculture could become an agricultural mechanic by following these steps:


Vo-Ag Student
Vo-Ag Mechanics Class
Technical School
Mechanic's Helper
Ag Mechanic
Step-1
Step-2
Step-3
Step-4
Step-5

V. An agricultural mechanic can make his wages either on an hourly pay scale or on a percentage of the charges for repairs.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL MECHANICS
UNIT: AGRICULTURAL MECHANIC

ASSIGNMENT SHEET #1--

DETERMINING THE APPROXIMATE STARTING SALARY

Find the approximate yearly income for a beginning agricultural mechanic by consulting one or more of the following sources:

Oklahoma Employment Securities Commission
Local Librarians
Vocational Agriculture Teachers
Local Dealer Hiring Agricultural Mechanics

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL MECHANICS
UNIT: AGRICULTURAL MECHANIC

ASSIGNMENT SHEET #2--

DETERMING THE NET DEMAND FOR AGRICULTURAL MECHANICS

Using the Occupational Training Information System (OTIS Report), Chapter II, find the approximate number of agricultural mechanics needed in Oklahoma for the current year. This occupation can be found in the program cluster Agricultural Mechanics.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL MECHANICS
UNIT: AGRICULTURAL MECHANIC

TEST

1. List five educational requirements needed to become an agricultural mechanic.

   a.

   b.

   c.

   d.

   e.

2. Identify the school that offers training in agricultural mechanics.

   a. Elementary school

   b. Private school

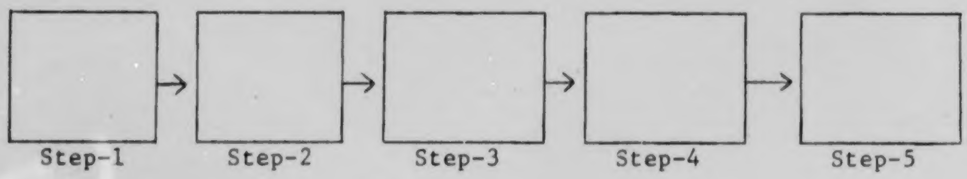
   c. Vocational-Technical school

3. List two items which a mechanic is required to furnish and their approximate cost:

   a.

   b.

4. Show the steps by which a high school student in vocational agriculture could follow to become an agricultural mechanic.



TEST

5. List the two ways a mechanic can earn his wages.

   a.

   b.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL MECHANICS
UNIT: AGRICULTURAL MECHANIC

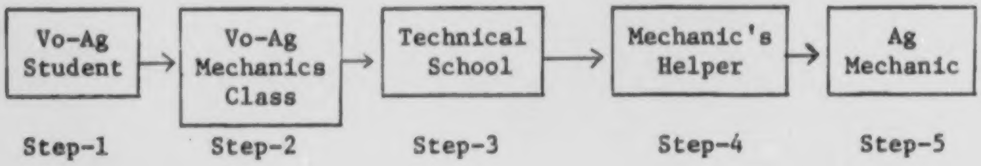
ANSWERS TO TEST

1. Any five of the following:
   a. Be able to follow factory directions or manuals while repairing tractors and machinery.
   b. Be familiar with engine operations.
   c. Become proficient in the use of power and hand tools.
   d. Become proficient in the use of testing equipment.
   e. Become proficient in the disassembling and assembling of tractors and machinery.
   f. Be able to determine worn and defective parts.

2. c

3. a. Tools at approximately $1,000 cost
   b. Special clothing at approximately $50 cost

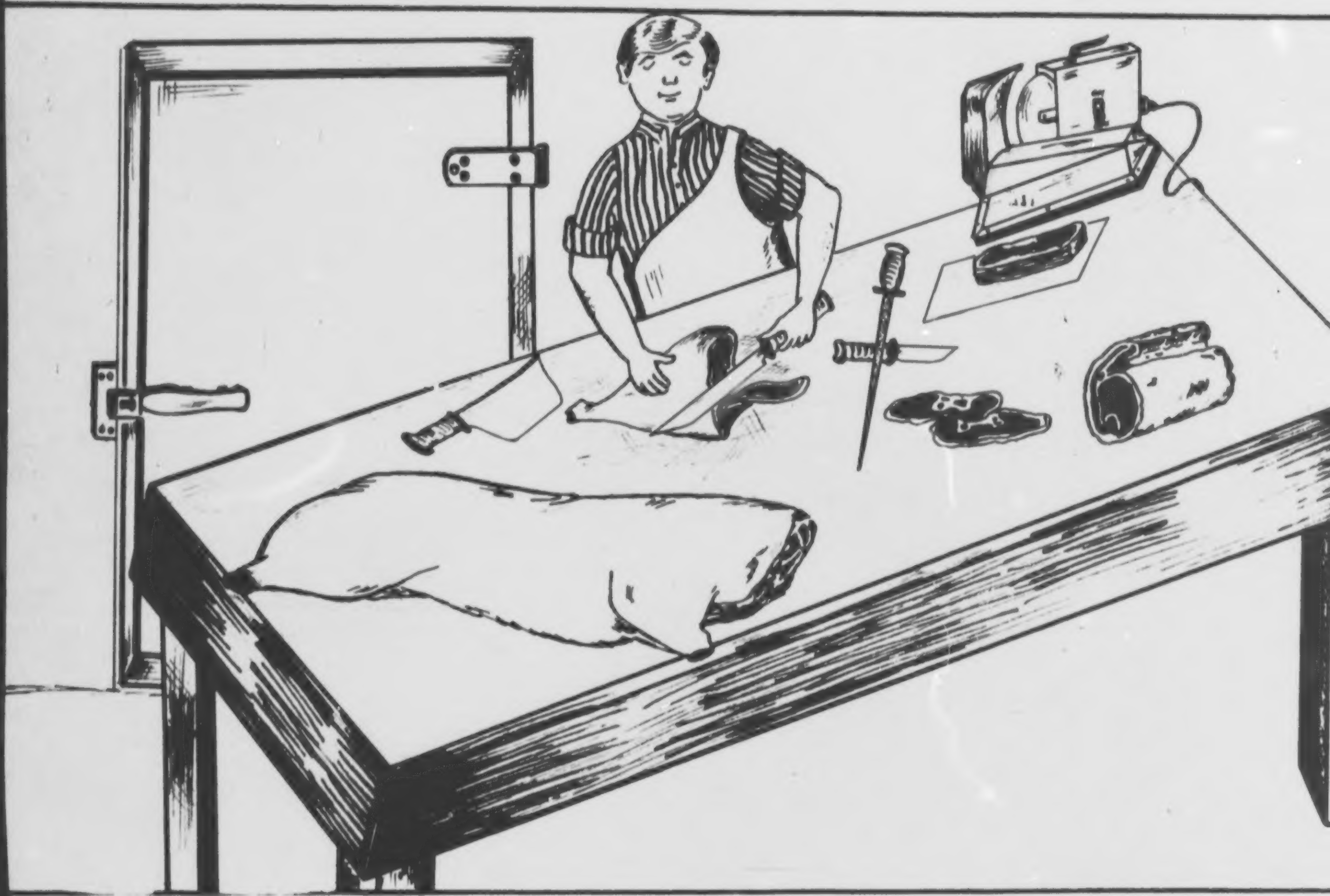
4.


Vo-Ag Student
Vo-Ag Mechanics Class
Technical School
Mechanic's Helper
Ag Mechanic
Step-1
Step-2
Step-3
Step-4
Step-5

5. a. Hourly pay scale
   b. Percentage of the charges made for repairs

Agricultural products

MEAT CUTTER



AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: MEAT CUTTER

TERMINAL OBJECTIVES

After completion of this unit, the student should be aware of the importance of the meat cutter in processing agricultural products. He should be able to (a) identify several of the requirements of this occupation, (b) determine if he has any interest in pursuing this career, and (c) identify methods by which a student could become a meat cutter. This will be evidenced by scoring at least 85 percent on the post test.

SPECIFIC OBJECTIVES

The student should be able to:

1. List four tasks the meat cutter must perform.
2. List four kinds of meat a meat cutter usually works with.
3. List five of the special tools used by the meat cutter.
4. List four personal traits which are desirable for a successful meat cutter.
5. Write a short prargraph on what is meant by apprentice program.
6. Draw a diagram of the steps which a high school student in vocational agriculture could follow to become a meat cutter.
7. Identify the approximate number of meat cutters needed in Oklahoma and in the local area during the current year.
8. Identify the approximate starting wage for an apprentice meat cutter and the wages drawn by a journeyman meat cutter.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: MEAT CUTTER

SUGGESTED ACTIVITIES

I. Instructor:

   A. Decide on method of teaching--audio visual aid, field trip, skill trial, or resource person--to be used.
   B. Provide students with objective sheets and information sheets.
   C. Discuss terminal and specific objectives with students.
   D. Discuss information sheets with students and make application to local situation.
   E. Give test.

II. Student:

   A. Discuss objectives with instructor.
   B. Study information sheets.
   C. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objective sheet
   B. Information sheets
   C. Assignment sheets
   D. Test
   E. Answers to test

II. Additional Materials:

   A. OTIS (Occupational Training Information System), Department of Vocational Technical Education, Stillwater, Oklahoma.

   B. VIEW (Vital Information for Education and Work), Department of Vocational Technical Education, Stillwater, Oklahoma.

   C. DOT (Dictionary of Occupational Titles), United States Printing Office, Washington, D. C.

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AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: MEAT CUTTER

INFORMATION SHEET

I. Job Description from the Dictionary of Occupational Titles, No. 316.884--Meat Cutter

Cuts and trims meat to size for display or as ordered by customer, using hand tools and power equipment, such as grinder, cubing machine, and power saw. Cleans and cuts fish and poultry. May place meat in cardboard containers to be wrapped by other workers. May place meat on trays in display counter. May wrap and weigh meat for customers and collect money for sales. May inspect and grade meats and be designated meat inspector.

For related jobs refer to the following numbers in the Dictionary of Occupational Titles:

525.381-010	Butcher, All-Round
525.387-010	Grader, Meat
529.138-030	Supervisor, Specialty Food Products

II. A meat cutter may work with the following kinds of meat:

A. Beef
B. Lamb
C. Pork
D. Veal
E. Poultry
F. Fish

III. Special tools used by the meat cutter:

A. Hand tools
  1. Boning knife
  2. Steak knife
  3. Meat saw
  4. Sharpening steel
  5. Carborundum stone

B. Power tools
  1. Band saw
  2. Meat grinder
  3. Cubing machine
  4. Mixer

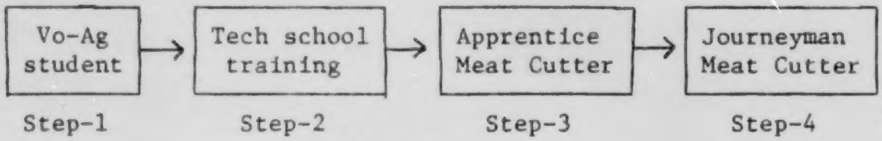
INFORMATION SHEET

IV. Some of the traits of individuals who are successful meat cutters are:

A. A desire to work with people
B. The ability to work with his hands
C. A pleasing personality
D. The ability to get along with other people

V. The apprenticeship program is a training program which has been developed by labor unions. This program is designed so that a person trying to get a union job can gain experience as an assistant or helper to an experienced man in the job. This experienced man is called a journeyman. To become a journeyman meat cutter, the person must serve two years as an apprentice.

VI. The following diagram shows steps that could be followed by a high school vocational agriculture student to become a meat cutter:


Vo-Ag student
Tech school training
Apprentice Meat Cutter
Journeyman Meat Cutter
Step-1
Step-2
Step-3
Step-4

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: MEAT CUTTER

ASSIGNMENT SHEET #1--
DETERMINING THE NET DEMAND FOR MEAT CUTTERS

Using the Occupational Training Information System (OTIS Report), Chapter II, find the approximate number of meat cutters needed in Oklahoma for the current year. You and your classmates can visit the local stores who sell meat and find out how many meat cutters are hired in your local area and how many will be needed in the future.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: MEAT CUTTER

ASSIGNMENT SHEET #2--
DETERMINING THE APPROXIMATE STARTING SALARY

Find the approximate starting salaries for an apprentice meat cutter and a journeyman meat cutter by consulting one or more of the following sources:

Oklahoma Employment Securities Commission
Private Oklahoma Employment Agencies
Local Librarian
Vocational Agriculture Teacher
Local Stores Hiring Meat Cutters

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: MEAT CUTTER

TEST

1. List four tasks the meat cutter must perform.
   a.
   b.
   c.
   d.
2. List four kinds of meat a meat cutter usually works with.
   a.
   b.
   c.
   d.
3. List five of the special tools used by the meat cutter.
   a.
   b.
   c.
   d.
   e.

TEST

4. List four personal traits which are desirable for a successful meat cutter.

   a.

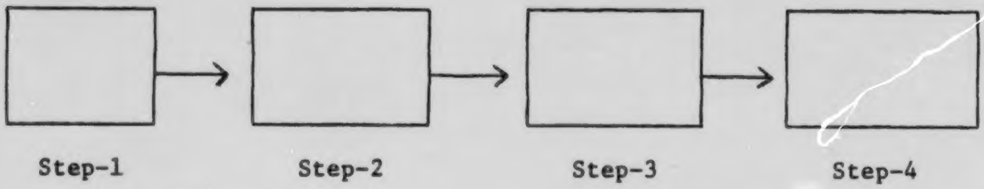
   b.

   c.

   d.

5. Write a short paragraph on what is meant by "apprentice program."

6. Draw a diagram which a high school student in vocational agriculture could follow to become a meat cutter.



AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: MEAT CUTTER

ANSWERS TO TEST

1. Any four of the following:

   a. Cuts and trims meat to size for display or as ordered
   b. Must be able to use handtools
   c. Must be able to use power tools
   d. Cleans and cuts fish
   e. Cleans and cuts poultry
   f. Prepares display counter
   g. Packages meat

2. Any four of the following:

   a. Beef
   b. Lamb
   c. Pork
   d. Veal
   e. Poultry
   f. Fish

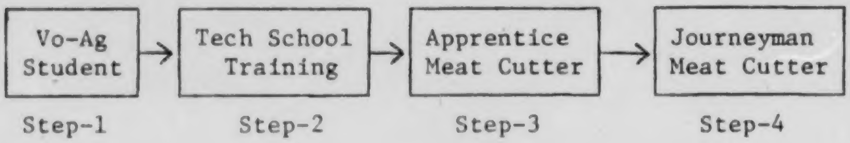
3. Any five of the following:

   a. Boning knife
   b. Steak knife
   c. Meat saw
   d. Sharpening steel
   e. Carborundum stone
   f. Band saw
   g. Meat grinder
   h. Cubing machine

4. a. A desire to work with people
   b. The ability to work with his hands
   c. A pleasing personality
   d. The ability to get along with people

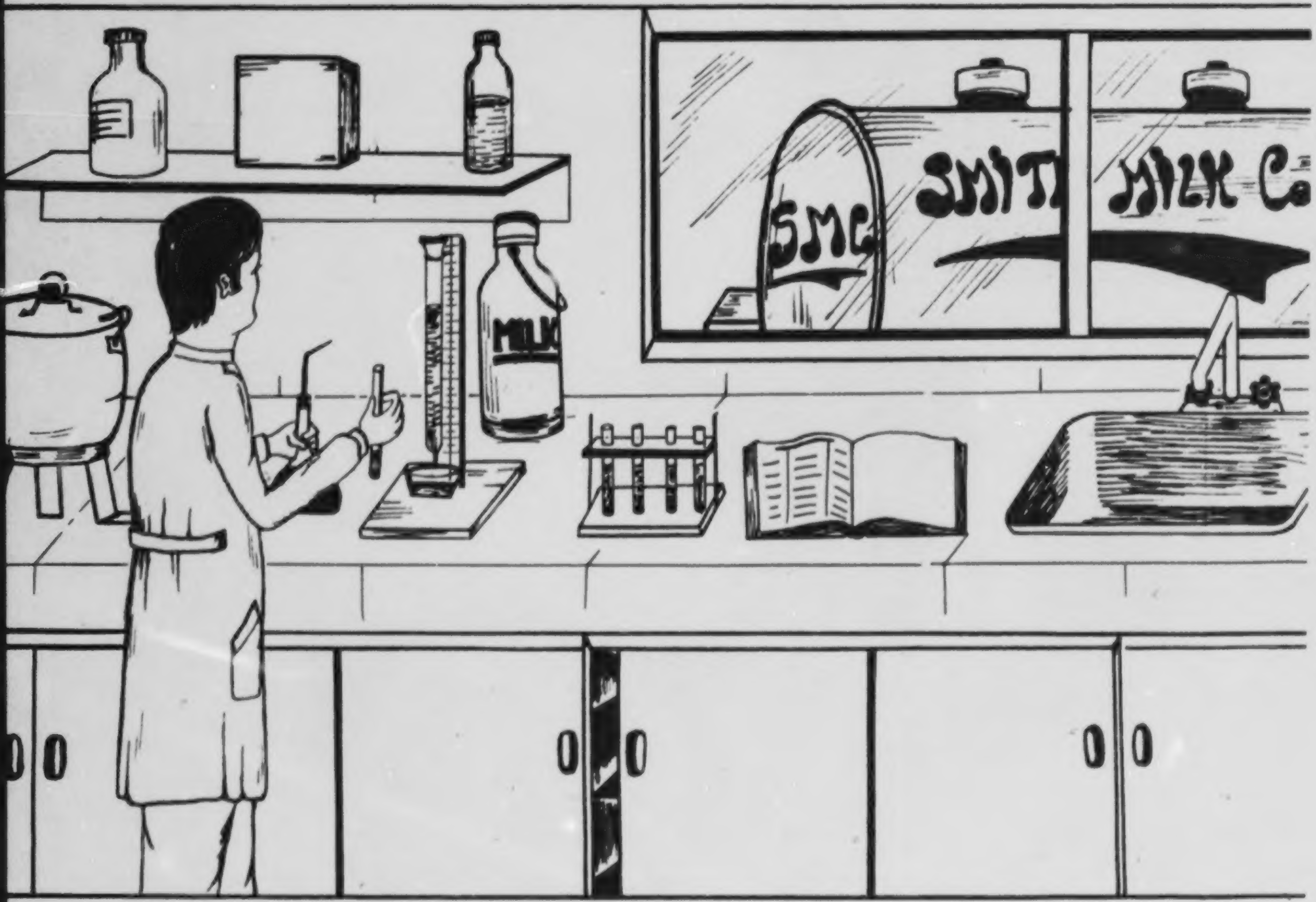
5. The apprenticeship program is a training program which has been developed by labor unions. This program is designed so that a person trying to get a union job can gain experience as an assistant or helper to an experienced man in the job. This experienced man is called a journeyman. To become a journeyman meat cutter, the person must serve two years as an apprentice.

6.



DAIRY PRODUCTS

QUALITY CONTROL TECHNICIAN


SMC
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AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: DAIRY PRODUCTS QUALITY CONTROL TECHNICIAN

TERMINAL OBJECTIVES

After completion of this unit, the student should be aware of the importance of the quality control technician in the processing of dairy products, the requirements of this occupation, and methods by which a student can become a quality control technician in a dairy products processing plant. This will be evidenced by a minimum score of eighty-five percent on a post test.

SPECIFIC OBJECTIVES

The student should be able to:

1. List five tasks the dairy products quality control technician performs.
2. List three dairy products which the quality control technician checks for quality.
3. List five tools used by the dairy products quality control technician.
4. List three personal traits which are desirable for a dairy products quality control technician to have.
5. List one area taught in vocational agriculture that could help a student to become a dairy products quality control technician.
6. Draw a diagram of how a high school vocational agriculture student could become a dairy products quality control technician.
7. Determine the local demand for the dairy products quality control technician.
8. Identify the approximate starting wage for a beginning dairy products quality control technician.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: DAIRY PRODUCTS QUALITY CONTROL TECHNICIAN

SUGGESTED ACTIVITIES

I. Instructor:

  A. Decide on method of teaching--audio visual aid, field trip, skill trial, or resource person--to be used.
  B. Provide students with objective sheets, information sheets, and assignment sheets.
  C. Discuss terminal and specific objectives with students.
  D. Discuss information sheets with students and make application to local situation.
  E. Give test.

II. Student:

  A. Discuss objectives with instructor.
  B. Study information sheets.
  C. Do assignment sheets.
  D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

  A. Objective sheet
  B. Information sheets
  C. Assignment sheets
  D. Test
  E. Answers to test

II. Additional Materials:

  A. OTIS (Occupational Training Information Service), Department of Vocational-Technical Education, Stillwater, Oklahoma.

  B. VIEW (Vital Information for Education and Work), Department of Vocational-Technical Education, Stillwater, Oklahoma.

  C. DOT (Dictionary of Occupational Titles), United States Printing Office, Washington, DC.

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AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: DAIRY PRODUCTS QUALITY CONTROL TECHNICIAN

INFORMATION SHEET

I. Job Description

Samples milk as it enters the plant to be checked for butterfat content and bacteria numbers. Places a specified amount of milk or milk product into a sterilized petra dish and adds medium conducive to bacterial growth. Places petra dishes in an incubator for a specified period of time, then counts the bacteria using a magnifying counter. Weighs and checks products such as milk, ice cream, cottage cheese, and cheese for correct temperature as it is being manufactured and keeps records on all products tested.

For related jobs, refer to the following job titles and numbers in the Dictionary of Occupational Titles:

222.697	Milk Receiver
379.887	Milk Sampler
469.381	Dairy Tester
522.782	Cottage Cheese Maker
523.885	Batch Freezer
529.381	Cheese Maker
529.387	Grader

II. The quality control technician will be responsible for the quality of the products which are produced in the plant where he works. Some of these products could be: 1) milk, 2) cream, 3) ice cream, 4) cottage cheese, and 5) cheese.

III. Some of the tools used by the quality control technician are:

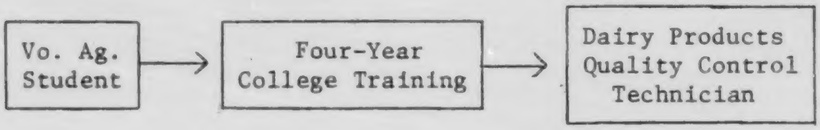
A. Sampling bags
B. Pipettes
C. Petra dishes
D. Incubator
E. Counter
F. Thermometer
G. Scales

IV. Personal traits which are desirable for a quality control technician to have include:

A. The ability to work in a very clean atmosphere.
B. The ability to get along with other people.
C. Willingness to work hours in addition to a regular working day.

V. One of the areas taught in vocational agriculture that could help a student to become a dairy products quality control technician is dairy products.

VI. The following is a diagram of how a high school student might become a quality control technician for a dairy products processing plant.


Vo. Ag. Student
Four-Year College Training
Dairy Products Quality Control Technician

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: DAIRY PRODUCTS QUALITY CONTROL TECHNICIAN

ASSIGNMENT SHEET #1--DETERMINING THE LOCAL DEMAND AND WAGES FOR A DAIRY PRODUCTS QUALITY CONTROL TECHNICIAN

Visit the local dairy processing plants and ask them how many quality control technicians they hire and how many they will need in the future. Also check how many related workers, such as milk receiver, milk sampler, dairy tester, and others they hire. Find out the wages paid these workers.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: DAIRY PRODUCTS QUALITY CONTROL TECHNICIAN

TEST

1. List five tasks the dairy products quality control technician performs.

   a.

   b.

   c.

   d.

   e.

2. List three dairy products which the quality control technician might check.

   a.

   b.

   c.

3. List five tools used by the dairy products quality control technician.

   a.

   b.

   c.

   d.

   e.

4. List three personal traits which are desirable for a dairy products quality control technician to have.

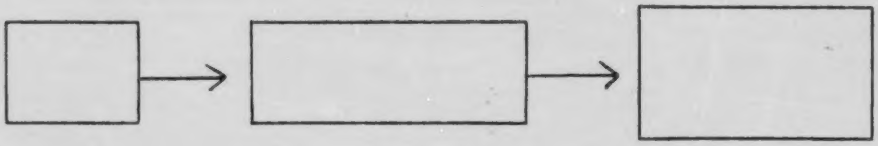
   a.

   b.

   c.

5. What is an area taught in vocational agriculture that could help a student to become a dairy products quality control technician?

6. Draw a diagram of how a high school vocational agriculture student could become a dairy products quality control technician.



AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: DAIRY PRODUCTS QUALITY CONTROL TECHNICIAN

ANSWERS TO TEST

1. a. Samples milk
   b. Checks butterfat content
   c. Take bacteria count
   d. Weighs product being manufactured
   e. Takes temperature of products being manufactured

2. Any three of the following:

   a. milk
   b. butter milk
   c. ice cream
   d. cheese
   e. cottage cheese
   f. cream

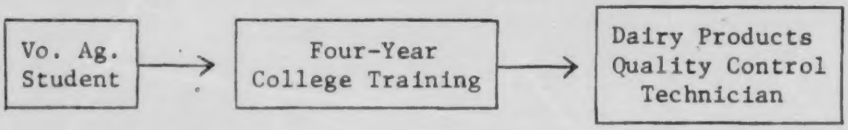
3. Any five of the following:

   a. Sampling bags
   b. Pipettes
   c. Petra dishes
   d. Incubator
   e. Counter
   f. Thermometer
   g. Scales

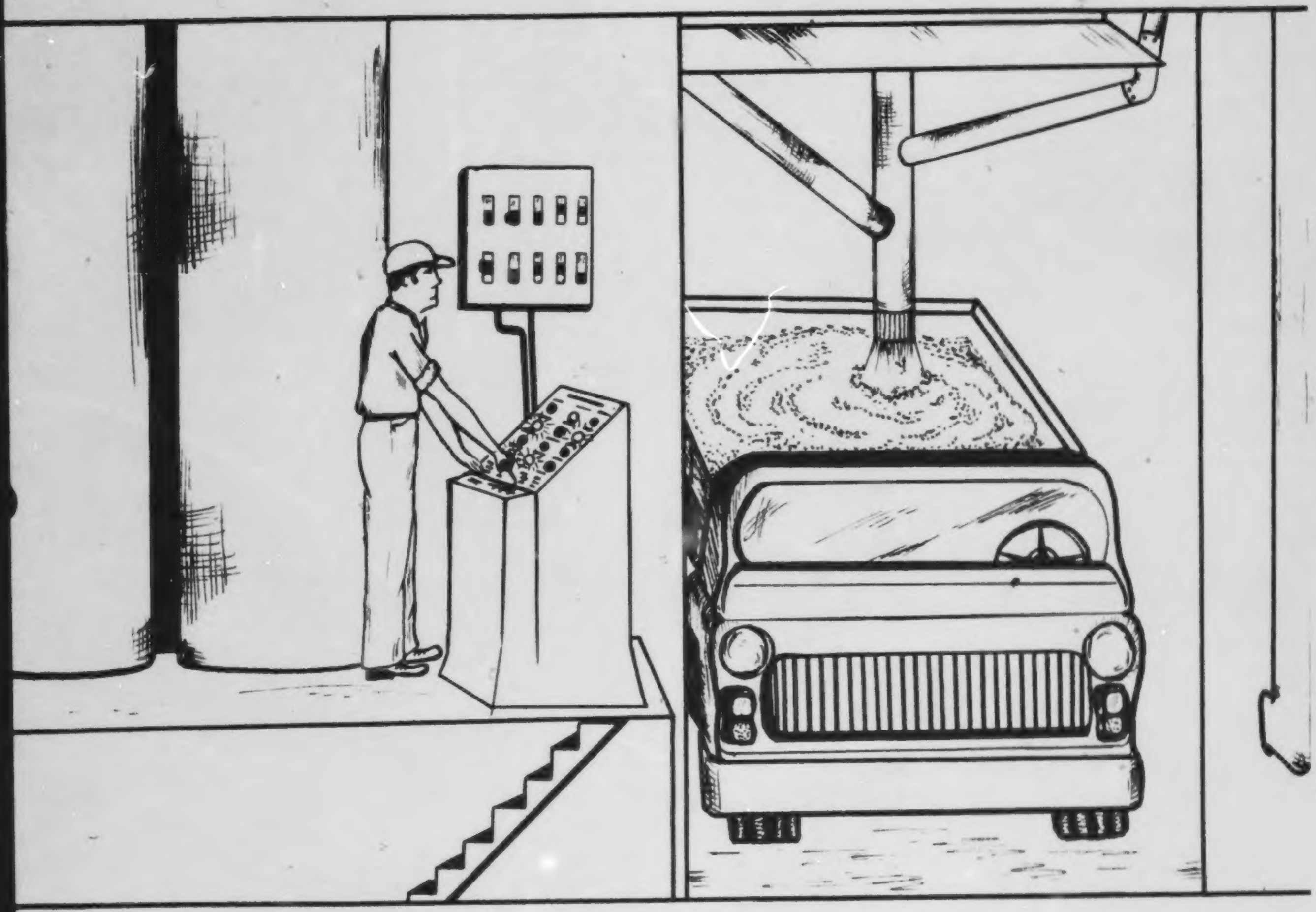
4. a. The ability to work in a very clean atmosphere
   b. The ability to get along with other people
   c. Willingness to work hours in addition to a regular working day.

5. Dairy Products

6.


Vo. Ag. Student
Four-Year College Training
Dairy Products Quality Control Technician

FEED MILL QUALITY CONTROLMAN



AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: FEED MILL QUALITY CONTROLMAN

TERMINAL OBJECTIVES

After completion of this unit, the student should be aware of the importance of the quality controlman in the feed processing business, the requirements of this occupation, and methods by which a student could become a quality controlman. This will be evidenced by scoring at least eighty-five percent on the post test.

SPECIFIC OBJECTIVES

The student should be able to:

1. List five tasks the quality controlman in a feed mill must perform.
2. List the three areas of responsibility of a quality controlman.
3. List two personal traits which are desirable for a quality controlman to have.
4. Identify the educational level desirable for a quality controlman to have.
5. List an entering level occupation for the feed processing business.
6. Draw a diagram showing how a high school student could become a quality controlman for a feedmill.
7. Identify the approximate wage of a quality controlman.
8. Determine the local demand for the feed mill quality controlman.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: FEED MILL QUALITY CONTROLMAN

SUGGESTED ACTIVITIES

I. Instructor:

A. Decide on method of teaching--audio visual aid, field trip, skill trial, or resource person--to be used.
B. Provide students with objective sheets, information sheets, and assignment sheets.
C. Discuss terminal and specific objectives with students.
D. Discuss information sheets with students and make application to local situation.
E. Give test.

II. Student:

A. Discuss objectives with instructor.
B. Study information sheets.
C. Do assignment sheets.
D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

A. Objective sheet
B. Information sheets
C. Assignment sheets
D. Test
E. Answers to test

II. Additional Materials:

A. OTIS (Occupational Training Information Service), Department of Vocational-Technical Education, Stillwater, Oklahoma.

B. VIEW (Vital Information for Education and Work), Department of Vocational-Technical Education, Stillwater, Oklahoma.

C. DOT (Dictionary of Occupational Titles), United Stated Printing Office, Washington, DC.

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AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: FEED MILL QUALITY CONTROLMAN

INFORMATION SHEET

I. Job Description

Checks feed for quality by testing moisture content, protein percentage, and other tests as feed is brought to the feed mill. Checks feed periodically during processing to assure quality of feed being produced and checks feed for quality as it leaves the mill to assure customer satisfaction.

For related jobs, refer to the following numbers in the Dictionary of Occupational Titles:

520.885-122	Feed Mixer
520.886-302	Feed-Mixer Helper
521.885-302	Processor Grain

II. The three areas of responsibility of the quality controlman are:

A. Quality of feed entering mill
B. Quality of feed during manufacturing
C. Quality of feed leaving mill

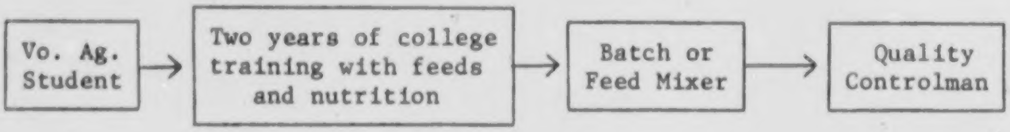
III. Two personal traits which are desirable for a quality controlman in a feed mill to have are:

A. The ability to work with and supervise people.
B. The willingness to work indoors in air heavily saturated with feed debris.

IV. An individual beginning in the feed manufacturing business should have a minimum of two years of college with courses in feeds and nutrition.

V. The beginner in the feed processing business will usually start as a feed or batch mixer.

VI. The following is a diagram of how a high school vocational agriculture student could become a quality controlman in a feed mill:


Vo. Ag. Student
Two years of college training with feeds and nutrition
Batch or Feed Mixer
Quality Controlman

VII. The wages of a quality controlman will range from about $7,000 to $15,000 per year depending upon education and experience.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: FEED MILL QUALITY CONTROLMAN

ASSIGNMENT SHEET #1--

DETERMINING THE LOCAL DEMAND AND WAGES FOR FEED MILL QUALITY CONTROLMEN

Visit the local feed mills and ask them how many quality controlmen they hire and how many they will be needing in the future. You might also check on the number of Feed Mixers, Feed Mixer Helpers, and Grain Processors they hire. In addition, you can find out the wages paid for these different workers.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: FEED MILL QUALITY CONTROLMAN

TEST

1. List five tasks the quality controlman in a feed mill must perform.

    a.

    b.

    c.

    d.

    e.

2. List three areas of responsibility the quality controlman is responsible for:

    a.

    b.

    c.

3. List two traits which are desirable for a quality controlman to have:

    a.

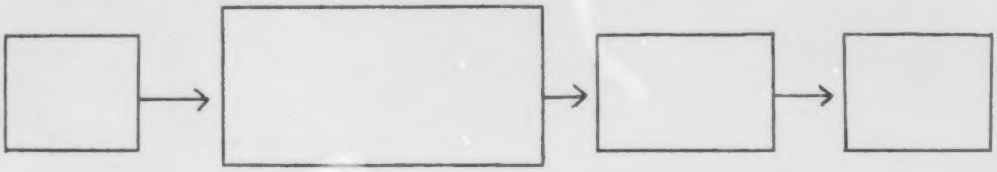
    b.

4. Circle the appropriate educational level which an individual starting in feed manufacturing needs:

    a. Grade school
    c. Doctor's degree
    b. Two years of college
    d. High school

5. What is an entering level occupation for the feed manufacturing business?

6. Draw a diagram of how a high school vocational agriculture student could become a quality controlman in a feed mill.



7. Identify the approximate yearly wage of a quality controlman for a feed mill.

   a. $800-$900
   c. $100-$500
   b. $30,000-$40,000
   d. $7,000-$15,000

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: AGRICULTURAL PRODUCTS
UNIT: FEED MILL QUALITY CONTROLMAN

ANSWERS TO TEST

1. a. Tests moisture content of feeds
   b. Checks protein content of feed
   c. Checks manufactured quality against standard
   d. Recommends mill changes to control quality
   e. Supervises people

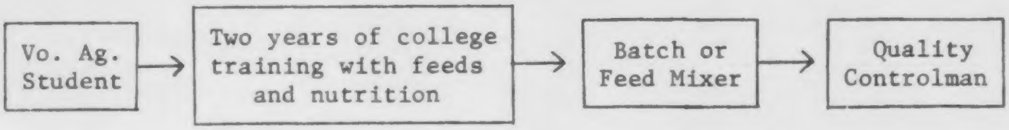
2. a. Quality of feed entering mill
   b. Quality of feed during manufacturing
   c. Quality of feed leaving mill

3. a. The ability to work with and supervise people
   b. The willingness to work indoors with air heavily saturated with feed debris

4. b

5. Batch or feed mixer

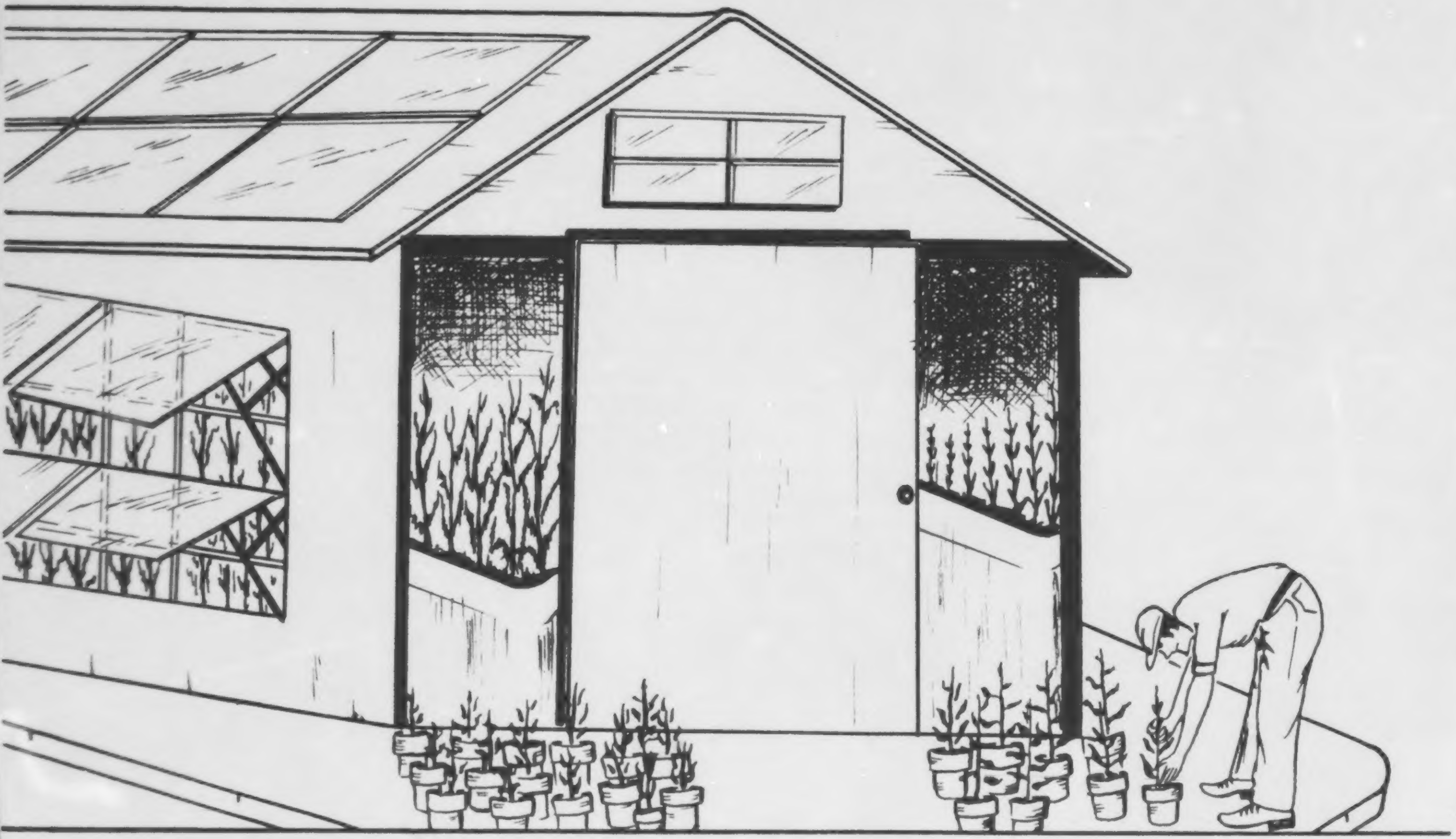
6.


Vo. Ag. Student
Two years of college training with feeds and nutrition
Batch or Feed Mixer
Quality Controlman

7. d

Horticulture

NURSERYMAN



AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: HORTICULTURE
UNIT: NURSERYMAN

TERMINAL OBJECTIVES

After completion of this unit, the student should be aware of the importance of the nurseryman in horticulture production. He should be able to (a) identify several of the requirements of this occupation, (b) determine if he has any interest in pursuing this career, and (c) know the steps by which a high school vocational agriculture student could become a nurseryman. This knowledge will be evidenced by a score of eighty-five percent on a post test.

SPECIFIC OBJECTIVES

The student should be able to:

1. List four duties of a nurseryman.
2. Identify the approximate starting wage of a person beginning his career in horticulture.
3. List the salary that might be obtained by a nurseryman.
4. List two areas taught in vocational agriculture that could aid a person to become a nurseryman.
5. List four personal traits which could help a person to become a successful nurseryman.
6. Draw a diagram showing the steps by which a high school vocational agriculture student could become a nurseryman.
7. Find the approximate number of nurserymen needed in Oklahoma and your local area during the current year.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: HORTICULTURE
UNIT: NURSERYMAN

SUGGESTED ACTIVITIES

I. Instructor:

  A. Decide on method of teaching--audio visual aid, field trip, skill trial, or resource person--to use.
  B. Provide students with objective sheets and information sheets.
  C. Discuss terminal and specific objectives with students.
  D. Discuss information sheets with students and make application to local situation.
  E. Give test.

II. Student:

  A. Discuss objectives with instructor.
  B. Study information sheets.
  C. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet
  B. Information sheets
  C. Assignment sheets
  D. Test
  E. Answers to test

II. Additional Materials:

  A. OTIS (Occupational Training Information System), Department of Vocational Technical Education, Stillwater, Oklahoma.

  B. VIEW (Vital Information for Education and Work), Department of Vocational Technical Education, Stillwater, Oklahoma.

  C. DOT (Dictionary of Occupational Titles), United States Printing Office, Washington, D. C.

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AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: HORTICULTURE
UNIT: NURSERYMAN

INFORMATION SHEET

I. Job description from the Dictionary of Occupational Titles, DOT No. 406.168-010--Nurseryman

Manages nursery to grow trees, shrubs, and ornamental plants: Determines kinds and amounts of plants to be grown, using knowledge of plant germination, soil content, growing habits of plants, and market conditions. Selects and purchases seeds, fertilizer, and gardening equipment. Hires and supervises Nursery Workers (DOT 406.887-030) to plant seeds and cultivate plants. Supervises activities of workers engaged in marketing nursery products. Provides nursery services, such as landscape planting and customer instruction in planting and cultivating ornamental plants. May be designated according to specialization of nursery stock such as Azelea Grower; Evergreen Grower; or when performing duties in greenhouse, may be designated as Greenhouse Florist.

Related jobs and DOT numbers are:

406.884-010	Laborer, Nursery
406.887-022	Groundman
406.887-030	Nursery Worker
406.887-010	Bagger-and-Burlap Man Baller
407.137-010	Greenskeeper

II. The entry level jobs in horticulture usually start at the government minimum wage.

III. A nurseryman can advance to a yearly income of about $20,000 or higher.

IV. Two areas taught in vocational agriculture that can aid a person to become a nurseryman are:

A. Plant and Soil Science
B. Leadership

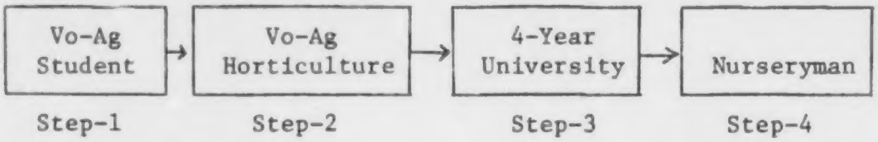
V. Some of the personal traits which could help a person be a successful nurseryman are:

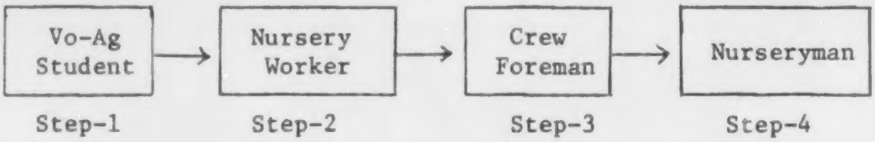
A. The ability to work with and supervise people
B. A desire to work with the soil

INFORMATION SHEET

C. Satisfaction gained from watching plants grow
D. A willingness to keep up on the latest developments in growing plants

VI. The following diagrams show steps by which a vocational agriculture student could become a nurseryman.


Vo-Ag Student
Vo-Ag Horticulture
4-Year University
Nurseryman
Step-1
Step-2
Step-3
Step-4


Vo-Ag Student
Nursery Worker
Crew Foreman
Nurseryman
Step-1
Step-2
Step-3
Step-4

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: HORTICULTURE
UNIT: NURSERYMAN

ASSIGNMENT SHEET #1--

DETERMINING THE NET DEMAND FOR NURSERYMEN

Using the Occupational Training Information System (OTIS Report), Chapter 2, find the demand, minus supply in Ornamental Horticulture (010500) in Oklahoma for the current year. How many of these jobs are for nurserymen? If you have a nursery in your local area, visit the manager and find out how many nurserymen he hires and how many he will need in the future.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: HORTICULTURE
UNIT: NURSERYMAN

TEST

1. List four duties of a nurseryman.

   a.

   b.

   c.

   d.

2. The approximate starting wage of a person beginning his career in horticulture is: (Circle one.)

   $1.90/hr. $1.60/hr. $2.50/hr. Govt. minimum wage

3. The nurseryman can advance to a salary of: ____________________.

4. List two areas taught in vocational agriculture that could aid a person to become a nurseryman.

   a.

   b.

5. List four personal traits which are desirable for a nurseryman to have.

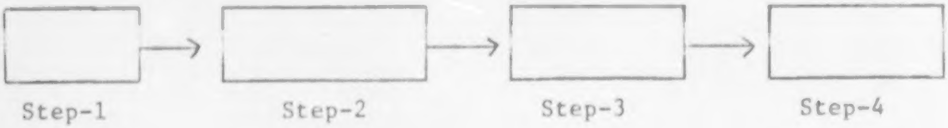
   a.

   b.

   c.

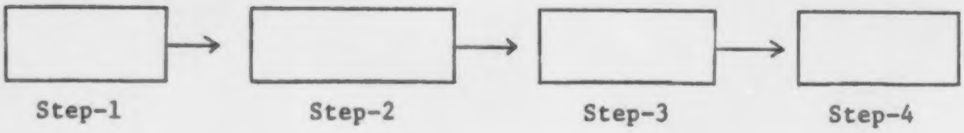
   d.

6. Show the steps by which a high school vocational agriculture student could follow to become a nurseryman.



TEST

OR


Step-1
Step-2
Step-3
Step-4

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: HORTICULTURE
UNIT: NURSERYMAN

ANSWERS TO TEST

1. a. Grows plants
   b. Determines kinds and amounts of plants to be grown
   c. Selects and purchases seeds, fertilizer, and gardening tools
   d. Hires and supervises nursery workers

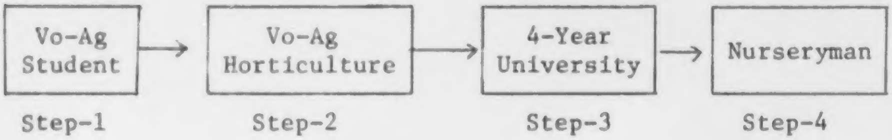
2. Govt. minimum wage

3. $20,000 or above

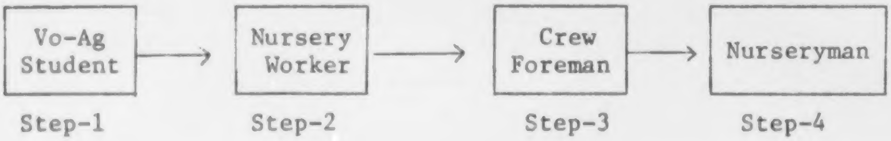
4. a. Plant and Soil Science
   b. Leadership

5. a. The ability to work with and supervise people
   b. A desire to work with the soil
   c. Satisfaction gained from watching plants grow
   d. A willingness to keep up on the latest developments in growing plants

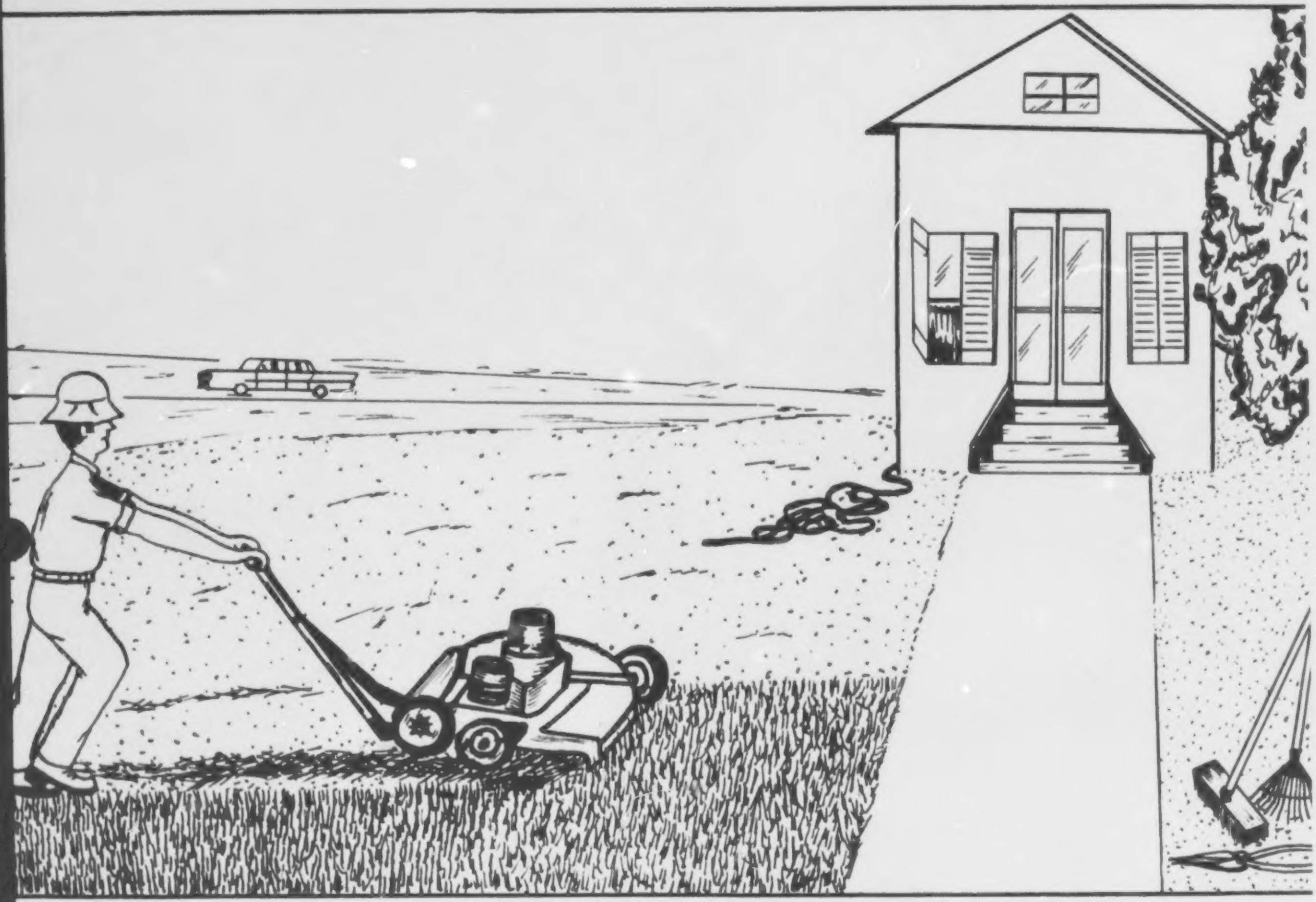
6. a.


Vo-Ag Student
Vo-Ag Horticulture
4-Year University
Nurseryman
Step-1
Step-2
Step-3
Step-4

OR


Vo-Ag Student
Nursery Worker
Crew Foreman
Nurseryman
Step-1
Step-2
Step-3
Step-4

GROUNDSKEEPER



AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER--ORNAMENTAL HORTICULTURE
UNIT: GROUNDSKEEPER

TERMINAL OBJECTIVES

After completion of this unit, the student should be aware of the responsibilities, duties and requirements of this occupation, and methods by which he could become a groundskeeper. This will be evidenced by scoring eighty-five percent on a post test.

SPECIFIC OBJECTIVES

The student should be able to:

1. List six tasks performed by the groundskeeper.

2. List five tools used by the groundskeeper.

3. List two personal traits which are desirable for a groundskeeper to have.

4. Write a short paragraph describing the Vocational Agriculture Occupations Training program and how a student could work as a groundskeeper while still in school.

5. Draw a diagram of how a high school vocational agriculture student could become a groundskeeper.

6. Identify the approximate starting wage of a groundskeeper.

7. Identify the number of groundskeepers needed in Oklahoma and in his local area during the current year.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: ORNAMENTAL HORTICULTURE
UNIT: GROUNDSKEEPER

SUGGESTED ACTIVITIES

I. Instructor:

A. Decide on method of teaching--audio visual aid, field trip, skill trial, or resource person--to be used.
B. Provide students with objective sheets, information sheets, and assignment sheets.
C. Discuss terminal and specific objectives with students.
D. Discuss information sheets with students and make application to local situation.
E. Give test.

II. Student:

A. Discuss objectives with instructor.
B. Study information sheets.
C. Do assignment sheets.
D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

A. Objective sheet
B. Information sheets
C. Assignment sheets
D. Test
E. Answers to Test

II. Additional Materials:

A. OTIS (Occupational Training Information Service), Department of Vocational-Technical Education, Stillwater, Oklahoma.

B. VIEW (Vital Information for Education and Work), Department of Vocational-Technical Education, Stillwater, Oklahoma.

C. DOT (Dictionary of Occupational Titles), United States Printing Office, Washington, DC.

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AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER--ORNAMENTAL HORTICULTURE
UNIT: GROUNDSKEEPER

INFORMATION SHEET

I. Job description from Dictionary of Occupational titles, number 407.884-010:

Maintains grounds of industrial, commercial, or public property, performing combinations of the following tasks: cuts lawns, using hand or power mower, trims edges around walks, flower beds, and walls using clippers and edging tools. Prunes shrubs and trees to shape and improve growth, using shears. Sprays lawn, shrubs, and trees with fertilizer or insecticide. Rakes and burns leaves and cleans or sweeps up litter, using a spiked stick or broom. Shovels snow from walks and driveways. Plants grass, flowers, trees and shrubs. Waters lawn and shrubs during dry periods, using hose or activating sprinkler system. Repairs fences, gates, walls and walks using carpentry and masonary tools. Paints fences and outbuildings. Cleans out drainage ditches and culverts, using shovel, and rake. Depending on size and nature of employing establishment, may operate tractor equiped with attachments such as mowers, and lawn roller.

For related jobs, refer to the following number and title in the Dictionary of Occupational Titles:

407.181-010	Landscape Gardener

II. The Following are Some of the Tools Used by the Groundskeeper:

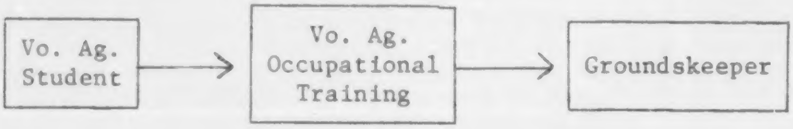
A. Lawnmower
B. Lawn edger
C. Sprayer
D. Pruners
E. Grass trimmers
F. Shovel
G. Hoe
H. Broom
I. Hedge trimmers
J. Rake

III. Personal Traits which are Desirable for a Groundskeeper to Have are:

A. A willingness to do physical work for long hours.
B. A desire to work out of doors.
C. A desire to work with plants.

IV. The Vocational Agriculture Occupational Training (VAOT) program is a work-study program designed by vocational agriculture teachers for students to work as a part-time trainee in a business. The student studies the occupation in school and receives pay for his work on the job. This way the student gains actual experience and knowledge about that job which should aid in getting a similar job upon graduation.

V. The following is a diagram of how a high school vocational agriculture student could become a groundskeeper:



VI. The groundskeeper usually starts at a wage equal to or just higher than the minimum wage.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER--ORNAMENTAL HORTICULTURE
UNIT: GROUNDSKEEPER

ASSIGNMENT SHEET #1--
DETERMING THE NET DEMAND FOR GROUNDSKEEPERS

Using the Occupational Training Information System (OTIS Report), Chapter II, find the approximate number of groundskeepers needed in Oklahoma for the current year. This occupation can be found in program cluster 010500 Ornamental Horticulture. Determine the local demand by joining with your classmates to visit the local businesses hiring groundskeepers. Find out how many groundskeepers they hire and how many additional ones they will be needing.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER--ORNAMENTAL HORTICULTURE
UNIT: GROUNDSKEEPER

TEST

1. List six tasks performed by the groundskeeper:

   A.

   B.

   C.

   D.

   E.

   F.

2. List five tools used by the groundskeeper:

   A.

   B.

   C.

   D.

   E.

3. List two personal traits which are desirable for a groundskeeper to have:

   A.

   B.

4. Write a short paragraph describing the Vocational Agriculture Occupational Training (VAOT) program.

5. Draw a diagram of a way which a high school vocational agriculture student might become a groundskeeper.

6. The approximate starting wage of a groundskeeper is: (circle one)

a. $1.85

b. $2.50

c. $3.00

d. $2.80

e. Minimum wage

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER--ORNAMENTAL HORTICULTURE
UNIT: GROUNDSKEEPER

ANSWERS TO TEST

1. Any six of the following:

    a. cuts lawns
    b. trims hedges
    c. trims edges
    d. uses clippers
    e. prunes shrubs
    f. sprays with insecticide or fertilizer
    g. rakes leaves
    h. sweeps litter
    i. shovels snow
    j. plants trees, shrubs, grass
    k. waters lawn and shrubs
    l. repairs grounds

2. Any five of the following:

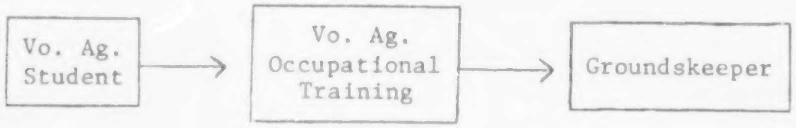
    a. lawnmower
    b. lawn edger
    c. sprayer
    d. pruner
    e. grass trimmers
    f. shovel
    g. hoe
    h. broom
    i. hedge trimmers
    j. rake

3. Two of the following three:

    a. A willingness to do physical work for long hours
    b. A desire to work out of doors
    c. A desire to work with plants

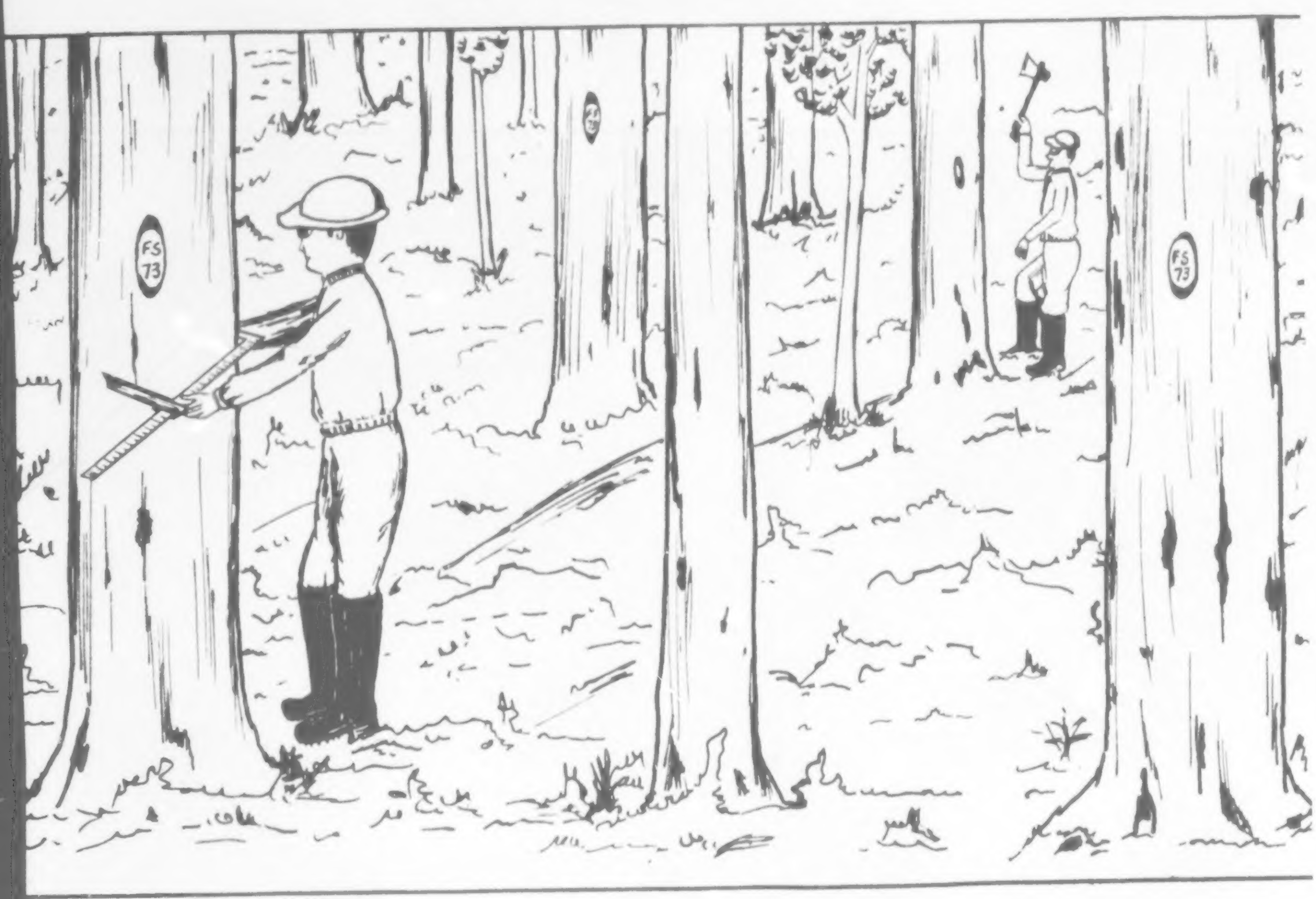
4. The VAOT program is a work-study program designed by vocational agriculture teachers for students to work as a part-time trainee in a business. The student studies the occupation in school and receives pay for his work on the job. This way the student gains actual experience and knowledge about that job which should aid in getting a similar job upon graduation.

5.



Forestry

FORESTRY TECHNICIAN



AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: FORESTRY
UNIT: FORESTRY TECHNICIAN

TERMINAL OBJECTIVES

After completion of this unit, the student should be aware of the forestry technician in the forestry business. He should be able to identify several of the requirements of the occupation, determine if he has any desire to pursue this career, and show steps by which a high school student could become a forestry technician. This will be evidenced by a score of 85 percent on a post test.

SPECIFIC OBJECTIVES

The student should be able to:

1. List four divisions of forestry in which a forestry technician might be employed.
2. List four specific duties a forestry technician might perform.
3. List a school in Oklahoma where forestry technology is taught.
4. Identify personal traits which are desirable for a forestry technician.
5. Draw a diagram showing steps by which a high school vocational agriculture student could become a forestry technician.
6. Identify the approximate number of forestry technicians needed in Oklahoma during the current year.
7. Identify the beginning wage of a forestry technician employed in the State of Oklahoma.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: FORESTRY
UNIT: FORESTRY TECHNICIAN

SUGGESTED ACTIVITIES

I. Instructor:

  A. Decide on method of teaching--audio visual aid, field trip, skill trial, or resource person--to be used.
  B. Provide students with objective sheets and information sheets.
  C. Discuss terminal and specific objectives with students.
  D. Discuss information sheets with students and make application to local situation.
  E. Give test.

II. Student:

  A. Discuss objectives with instructor.
  B. Study information sheets.
  C. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet
  B. Information sheets
  C. Assignment sheets
  D. Test
  E. Answers to test

II. Additional Materials:

  A. OTIS (Occupational Training Information System), Department of Vocational Technical Education, Stillwater, Oklahoma.

  B. VIEW (Vital Information for Education and Work), Department of Vocational Technical Education, Stillwater, Oklahoma.

  C. DOT (Dictionary of Occupational Titles), United States Printing Office, Washington, D. C.

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AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: FORESTRY
UNIT: FORESTRY TECHNICIAN

INFORMATION SHEET

I. General Job Description

The forestry technician will work in one of four general areas: research, sales and service, operations, or forest products buyer. He must be capable of working and communicating directly with forest engineers, professional foresters, and scientists as well as the production personnel in his area of work. He may perform manual skills or supervise people who perform manual skills--most do both.

Specific job descriptions can be found in the Dictionary of Occupational Titles under the following numbers:

162.158-058	Buyer, Log
162.158-078	Fieldman
449.168-010	Chief Cruiser
449.287-010	Cruiser

II. Specific duties which a forestry technician might perform are:

A. Timber selection and marking
B. Surveying
C. Fire control
D. Insect control
E. Determine amount of lumber in a tree
F. Control undesirable kinds of trees in a forest
G. Advise land owners on forestry problems

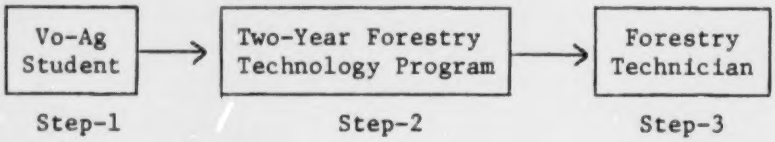
III. In Oklahoma Forestry Technology is taught at Eastern Oklahoma State College in Wilburton.

IV. Some of the personal traits which are desirable for a forestry technician to have are:

A. A desire to work with and advice people
B. The ability to work with his hands
C. A desire to work out-of-doors
D. The desire to work with and take care of tools
E. Satisfaction gained from working with soil and trees

INFORMATION SHEET

V. Steps by which a high school vocational agriculture student could become a forestry technician could be:


Vo-Ag Student
Two-Year Forestry Technology Program
Forestry Technician
Step-1
Step-2
Step-3

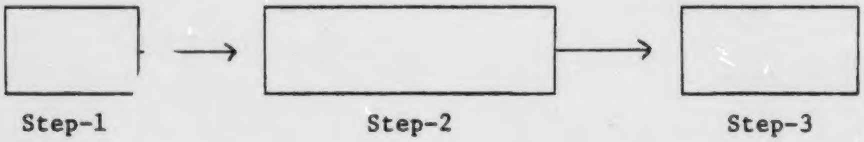
AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: FORESTRY
UNIT: FORESTRY TECHNICIAN

ASSIGNMENT SHEET #1--
DETERMINING THE NET DEMAND AND SALARIES FOR FORESTRY TECHNICIANS

Contact the Oklahoma Department of Forestry and such companies as Weyerhauser to determine the demand for forest technicians in Oklahoma and your local area. They are also the best sources of salary information for the forest technician.

TEST

5. Draw a diagram showing steps by which a high school vocational agriculture student could become a forest technician.


Step-1
Step-2
Step-3

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: FORESTRY
UNIT: FORESTRY TECHNICIAN

TEST

1. List four divisions of forestry in which a forestry technician might be employed.

   a.

   b.

   c.

   d.

2. List four specific duties a forestry technician might perform.

   a.

   b.

   c.

   d.

3. What is the name of a school in Oklahoma where Forestry Technology is taught? ______________________________

4. List three personal traits which are desirable for a forestry technician to have.

   a.

   b.

   c.

AGRICULTURAL CAREERS
OCCUPATIONAL CLUSTER: FORESTRY
UNIT: FORESTRY TECHNICIAN

ANSWERS TO TEST

1. a. Research
   b. Sales and Service
   c. Operations
   d. Forest Products Buyer

2. Any four of the following:

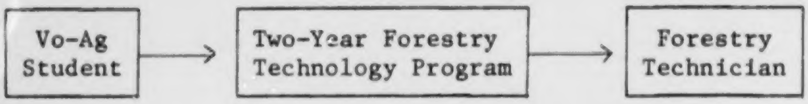
   a. Timber selection and marking
   b. Surveying
   c. Fire control
   d. Insect control
   e. Determine amount of lumber in a tree
   f. Control undesirable kinds of trees in a forest
   g. Advise land owners on forestry problems

3. Eastern Oklahoma State College in Wilburton

4. Any three of the following:

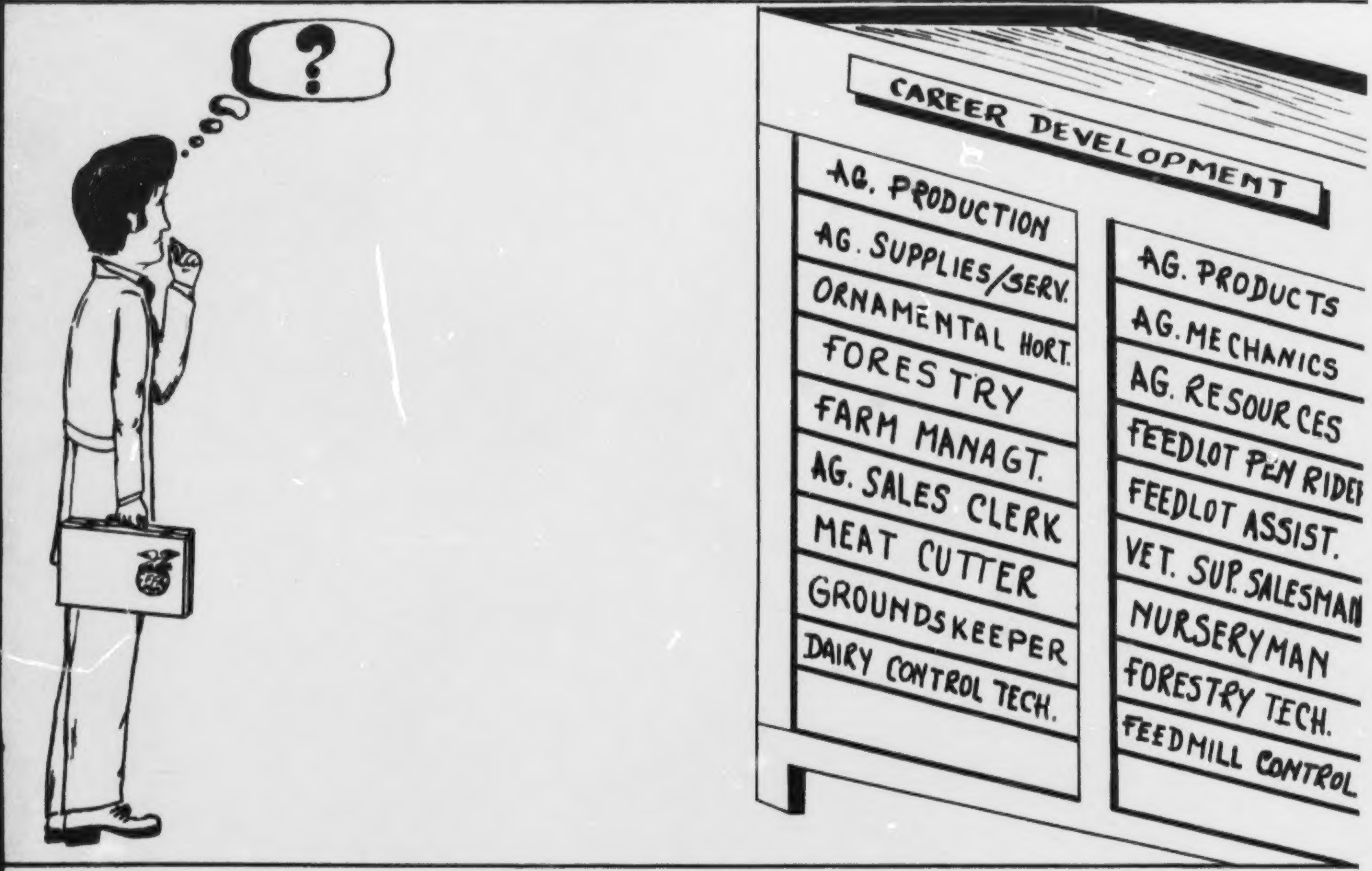
   a. A desire to work with and advise people
   b. The ability to work with his hands
   c. A desire to work out-of-doors
   d. The desire to work with and take care of tools
   e. A satisfaction gained from working with soil and trees

5.



Decision making

DECISION MAKING


?
CAREER DEVELOPMENT
AG. PRODUCTION
AG. SUPPLIES/SERV.
ORNAMENTAL HORT.
FORESTRY
FARM MANAGT.
AG. SALES CLERK
MEAT CUTTER
GROUNDSKEEPER
DAIRY CONTROL TECH.
AG. PRODUCTS
AG. MECHANICS
AG. RESOURCES
FEEDLOT PEN RIDE
FEEDLOT ASSIST.
VET. SUP. SALESMA
NURSERYMAN
FORESTRY TECH.
FEEDMILL CONTROL

AGRICULTURAL CAREERS

UNIT: DECISION MAKING

TERMINAL OBJECTIVES

After completing this unit of instruction, the student should know how to choose a career from among the many opportunities in the field of agriculture that are available to him. This knowledge will be shown through accomplishment of the assignment sheets.

SPECIFIC OBJECTIVES

After completing this unit of instruction, the student should be able to:

1. Recognize and use the decision making skills and information needed to make realistic occupational choices.
2. Select three specific agricultural occupations from the list and descriptions provided in the Handbook in which you think you would like to work.
3. Gather specific information about occupational requirements, working conditions, salaries, benefits, and demand using a suggested list of sources.
4. Compare the requirements from the occupations to your abilities, interests, and other characteristics that were determined earlier (Self Discovery Unit).
5. Choose the most suitable occupation based on this information and compare and construct a plan of action for entering that occupation.

AGRICULTURAL CAREERS

UNIT: DECISION MAKING

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with unit.
- B. Discuss terminal and specific objectives.
- C. Aid students in completing the assignment sheets.
- D. Discuss adequacy of tentative choices.

II. Student:

- A. Read objectives.
- B. Complete assignment sheets.
- C. Consider the adequacy of tentative choices.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information Sheets
- C. Assignment Sheets

II. References:

A. Herr, Edwin L., Decision-Making and Vocational Development, Houghton Mifflin Company, Boston.

B. Hoover, Norman K., Handbook of Agricultural Occupations, Danville, Illinois: The Interstate Printers and Publishers, Inc.

C. Law, Gordon F., ed., Contemporary Concepts in Vocational Education, American Vocational Association, Washington, D.C.

D. Mitchell, Jess B. Off Farm Agri-Business Occupations in Oklahoma. A research study conducted by the Division of Research, Planning and Evaluations, State Department of Vocational and Technical Education, Stillwater, Oklahoma.

E. Morton, J. B.; Hunter, Robert; Stevenson, William W., Cycle Four Report Occupational Training Information System Supplement I, Information Service Unit, Division of Research, Planning and Evaluation, Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma, January 31, 1972.

F. U.S. Office of Education, Vocational Education and Occupations, Superintendent of Documents Catalog No. FS 5.280:80061, U.S. Government Printing Office, Washington, 1969.

G. U.S. Department of Labor, Dictionary of Occupational Titles, Third Edition, Volumes I and II. Washington: U.S. Government Printing Office, 1965.

This unit was written and revised in the Agricultural Education Department at Oklahoma State University by Drs. Billie L. Henderson, Floyd J. Lark, Stanley Hodges and James P. Key. It was developed through a project co-supported by the Agricultural Experiment Station at Oklahoma State University and the Oklahoma State Department of Vocational and Technical Education.

AGRICULTURAL CAREERS

UNIT: DECISION MAKING

INFORMATION SHEET

I. In order to make adequate decisions, you should be able to:

  A. Gather information about occupations such as requirements, working conditions, benefits, and demand.

  B. Take a look at yourself to determine your interests, abilities, knowledge, values, and other personality traits.

  C. Compare the information about the occupations and about yourself to arrive at tentative choices about possible occupations you would consider trying out.

  D. Construct a plan of action which would enable you to enter that occupation.

AGRICULTURAL CAREERS

UNIT: DECISION MAKING

ASSIGNMENT SHEET #1A

Earlier you selected some agricultural occupations which interested you to look at in more detail. Now choose any three agricultural occupations you feel you might like to enter.

Gather the information listed on the following worksheets about each occupation.

The information about the occupations can be obtained from many sources such as:

*1. The units you have studied.

**2. The Agricultural Occupations Handbook.

***3. The OTIS Report.

4. Your vocational agriculture teacher.

5. Your guidance counselor.

6. Persons who work in that occupation.

7. Many other sources which you will have to search out.

OCCUPATION #1

1. Occupation selected ____________________

**2. DOT number ____________________

**3. Agricultural occupations cluster ____________________

4. Agricultural occupations sub-cluster ____________________

5. Job description ____________________

____

6. Level of occupation ____________________
(unskilled, skilled, technician, professional)

**7. Type of work ____________________

*8. Education needed ____________________

9. Financing needed ____________________

*10. Means of getting the job ____________________

*11. Entry requirements ____________________

*12. Advancement ____________________

13. Licensing requirements ____________________

14. Working conditions ____________________

15. Health and physical requirements ____________________

*16. Earnings and benefits ____________________

____

17. Future outlook ____________________

***18. Demand State __________ District __________

Supply State __________ District __________

19. Available locally ____________________

20. Other ____________________

____

OCCUPATION #2

1. Occupation selected ______________________________

**2. DOT number ______________________________

**3. Agricultural occupations cluster ______________________________

4. Agricultural occupations sub-cluster ______________________________

5. Job description ______________________________

____

6. Level of occupation ______________________________
(unskilled, skilled, technician, professional)

**7. Type of work ______________________________

*8. Education needed ______________________________

9. Financing needed ______________________________

*10. Means of getting the job ______________________________

*11. Entry requirements ______________________________

*12. Advancement ______________________________

13. Licensing requirements ______________________________

14. Working conditions ______________________________

15. Health and physical requirements ______________________________

*16. Earnings and benefits ______________________________

____

17. Future outlook ______________________________

***18. Demand State __________ District __________

Supply State __________ District __________

19. Available locally ______________________________

20. Other ______________________________

____

OCCUPATION #3

1. Occupation selected ____________________

**2. DOT number ____________________

**3. Agricultural occupations cluster ____________________

4. Agricultural occupations sub-cluster ____________________

5. Job description ____________________

____

6. Level of occupation ____________________
(unskilled, skilled, technician, professional)

**7. Type of work ____________________

*8. Education needed ____________________

9. Financing needed ____________________

*10. Means of getting the job ____________________

*11. Entry requirements ____________________

*12. Advancement ____________________

13. Licensing requirements ____________________

14. Working conditions ____________________

15. Health and physical requirements ____________________

*16. Earnings and benefits ____________________

____

17. Future outlook ____________________

***18. Demand State __________ District __________

Supply State __________ District __________

19. Available locally ____________________

20. Other ____________________

____

AGRICULTURAL CAREERS

UNIT: DECISION MAKING

ASSIGNMENT SHEET #1B

Using the information you gathered about the three occupations of your choice in the Assignment Sheet #1A and the characteristics about yourself you identified in the Self Discovery Unit, now compare the characteristics required by the occupation and those you possess by answering the following questions.

	Occupation 1		Occupation 2		Occupation 3	
	Yes	No	Yes	No	Yes	No
1. Does the job description fit your interests?						
2. Is this the level of occupation in which you wish to engage?						
3. Does this type of work appeal to your interests?						
4. Are the working conditions suitable to you?						
5. Will you be satisfied with the salaries and benefits offered?						
6. Can you advance in this occupation as rapidly as you would like?						
7. Does the future outlook satisfy you?						
8. Is there enough demand for this occupation that you should consider entering it?						
9. Do you have or can you get the education needed for the occupation?						
10. Can you get the finances needed to get into the occupation?						
11. Can you meet the health and physical requirements?						
12. Will you be able to meet the entry requirements?						
13. Are there any other reasons you might not be able to enter this occupation?						
14. Is the occupation available locally or are you willing to move to a part of the country where it is available?						

AGRICULTURAL CAREERS

UNIT: DECISION MAKING

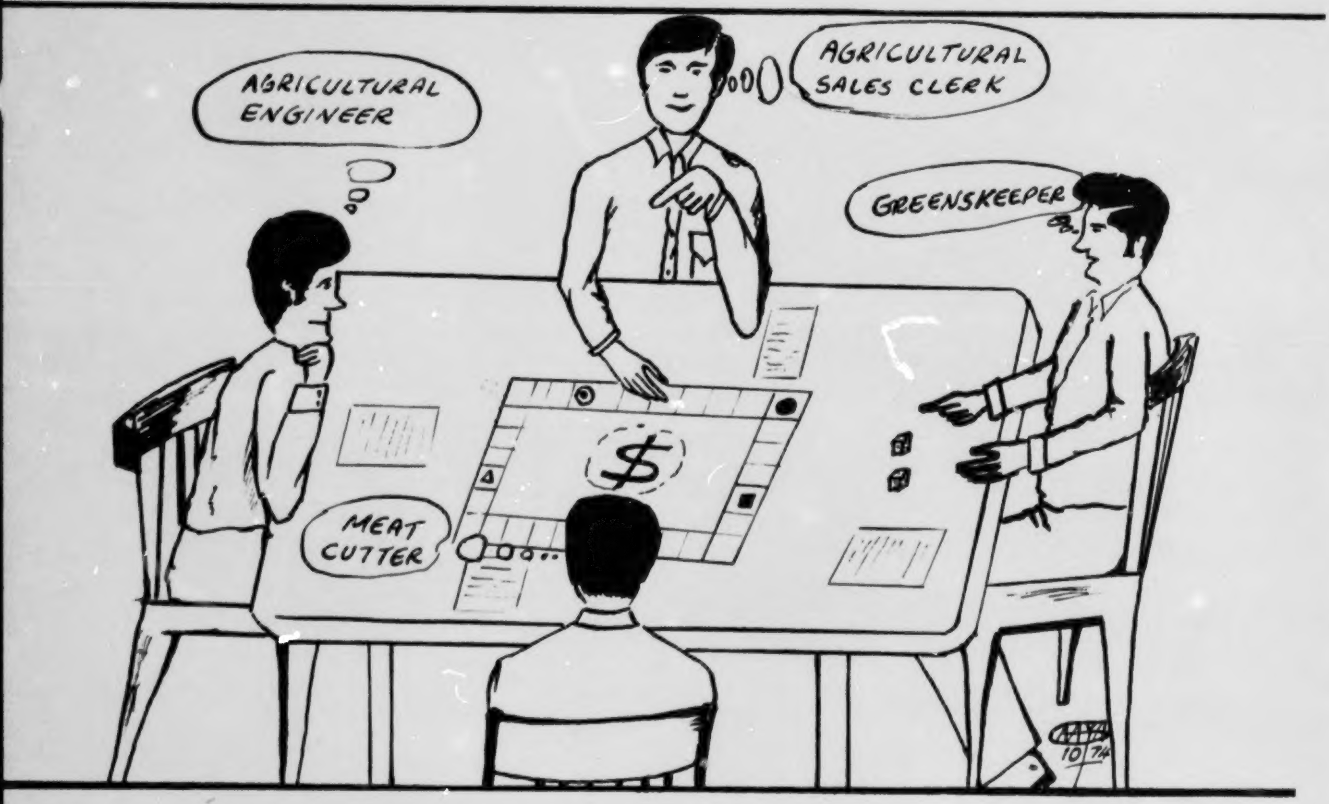
ASSIGNMENT SHEET #2

Now that you have compared these three occupations, choose the one you are most interested in and which best matches your characteristics and construct a plan of action you could follow to enter that occupation.

Include any schooling or special training you would need, how you might obtain experience while going to school and after graduation, and any other steps which might be required to enter the occupation.

payday game

PAYDAY GAME


AGRICULTURAL ENGINEER
AGRICULTURAL SALES CLERK
GREENSKEEPER
MEAT CUTTER
$
MAYS 10 74

THE GAME OF PAYDAY

OBJECTIVES

Upon completion of this unit, the student will have simulated selecting an occupation from among the Agricultural Occupations. He will have simulated money management, budgeting, and simple record keeping. These experience will create an awareness in the student of the importance of decisions as they relate to the future of the individual. These activities will be evidenced by successfully playing Payday.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Make an occupational choice at one of the levels of employment within the Agricultural Occupations.

2. See how education, experience, and chance factors are related to success as measured by earnings by playing the Payday Game.

3. Participate in a class discussion concerning the ways education, experience, and chance factors affect success as measured by earnings in an occupation.

THE GAME OF PAYDAY

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet, information and assignment sheets.
- B. Discuss terminal and specific objectives, information and assignment sheets.
- C. Discuss with students the rules of Payday and how it is played. Explain how the decision making process can be applied to the game.
- D. Help students construct playing board, spinner (or provide dice), money, and information cards.
- E. Aid the students in playing the game to see how education, experience, and chance factors are related to success.
- F. Evaluate how well the game was played.

II. Student:

- A. Read objectives.
- B. Study information sheets.
- C. Select occupation.
- D. Determine level of occupation.
- E. Participate in Payday Game.

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

- A. Objective sheet
- B. Information sheets
- C. Assignment sheets

II. Additional Materials Needed:

- A. Payday Game Board
- B. Spinner or Dice
- C. Play Money
- D. Information Cards

This unit and game was written and revised by Mr. Paul McCarrell, Dave Rodewald, Drs. Ronald Tucker, Billie Henderson, Stanley Hodges, and James P. Key. It was developed through a project co-supported by the Agricultural Experiment Station at Oklahoma State University and the Oklahoma State Department of Vocational and Technical Education.

THE GAME OF PAYDAY

INFORMATION SHEET

GAME RULES

PAYDAY

The object of the game is to accumulate cash or assets that are the results of a series of decisions made by the players. After one hour of play, the game is terminated, the winner being the player who has the most cash and assets.

Number of players: Four or less

RULES

1. Each player starts the game with $100 in cash. The game is started by each player rolling the dice or spinning the spinner once. The highest number gotten by a player designates that player as the first to officially start play. That player may also opt to act as the banker in the game.

2. Each player will keep his own score card and select his own occupation at entry level I or choose to seek further training and/or education which would qualify him for a higher level occupation. If the player selects a level II occupation, he must move around the board one time without receiving pay, he may not make any investments, but he does not have to pay any penalties to simulate going to school. However, he must pay $25 for the education that he receives. If he chooses a level III occupation, he must move around the board two times and pay $50 for his education. At that time, he must enter into an occupation. However, he enters at the level he trained for, rather than level I. A player may reach level IV through experience and education cards only.

3. Each player rolls the dice or spins the spinner in turn (clockwise) and moves the number of spaces corresponding to the number shown.

4. The player must respond to the directions printed in the space on which he lands.

5. If a player cannot make a payment as directed by a crisis card or by a space on the board, he must select to forfeit one of his purchases to the bank to cover the payment. When he returns the purchase back to the bank, he receives an amount equivalent to the payments he has made on the purchase.

6. When the player lands on a space that indicates that he may make a purchase, he may choose to make this investment. If another player already owns the item, the player may still opt to purchase it. Thus, each player could potentially own any of the items.

7. Each time a player passes payday, he receives the pay to which he is entitled, minus his fixed expenses and payments that are due. He also receives one (1) education card and one (1) experience card. The experience card entitles the player to a 10% increase in pay on his next pay day. The player may choose to take two (2) experience cards or two (2) education cards instead of one of each. Three (3) education cards and three (3) experience cards are needed to rise from one occupational level to the next higher level.

8. At the time that the cash and assets are totaled, the value of any item purchased is equal to the down payment plus the amount of the payments made on the item.

9. Any player landing on the Credit Union Square may borrow an amount equal to his cash on hand. He must, however, repay the loan the second time he reaches payday after the loan is made. He will be charged interest on the loan at the rate of 10% per round.

10. If dice are used and a player rolls doubles (two of any number on the dice):
    1 time --he is entitled to an additional turn
    2 times--he is entitled to an additional turn
    3 times--he must go to the hospital for 1 turn

11. After two rounds of play, a player may choose to go for additional education at which time he must make all his payments for which he has been committed but will not receive any pay.

12. If a player collects an excess of experience and/or education credits, he may sell them back to the bank at $5.00 per credit.

THE GAME OF PAYDAY

ASSIGNMENT SHEET #1--CHOICE OF OCCUPATION AND LEVEL

From the following list or the Agricultural Occupations Handbook, choose an agricultural occupation which interests you. Next, select the level of employment suited to this occupation and at which you would like to begin work. Enter the occupation and level on the score card. (For some occupations, you may have to change occupations to change levels. When you change levels in the game, simply put the next logically higher occupation on the score card.)

AGRICULTURAL OCCUPATIONS

I. Agricultural Production

   A. Animal Science
      1. Horse Trainer
      2. Stock-Ranch Foreman
      3. Cattle Rancher
      4. Animal Breeder
      5. Ranch Hand

   B. Plant Science
      1. Farmer, Cash Grain
      2. Grove Foreman
      3. Fruit Harvester Operator
      4. Shaking Machine Operator
      5. Farm Hand

   C. Farm Business Management
      1. General Manager, Farm
      2. Farmer, Tenant

II. Agricultural Supplies/Services

   A. County Agricultural Agent
   B. Artificial Breeding Technician
   C. Harvest Contractor
   D. Processor, Grain
   E. Horseshoer
   F. Veterinary-Hospital Attendent
   G. Poultry Debeaker

III. Agricultural Mechanics

- A. Farm-Equipment Operator
- B. Tractor Mechanic
- C. Farm Machinery Set-up Man
- D. Tractor Mechanic Helper
- E. Greaser
- F. Zanjero (Ditch Tender)
- G. Agricultural Engineer

IV. Agricultural Products (Processing, Inspection and Marketing)

- A. Apiary Inspector
- B. Veterinary Livestock Inspector
- C. Poultry Grader
- D. Veterinary Meat Inspector
- E. Manager, Hatchery
- F. Brand Inspector
- G. Feed Grinder
- H. Smoker
- I. Pickler
- J. Cottage Cheese Maker

V. Ornamental Horticulture

- A. Tree Surgeon
- B. Flower Grower
- C. Landscape Gardener
- D. Nurseryman
- E. Greenskeeper
- F. Superintendent (Greens)
- G. Landscape Architect

VI. Agricultural Resources

- A. Jump Master
- B. Fire Lookout
- C. Fire Warden
- D. Forest Fire Fighter
- E. Park Ranger
- F. Fish and Game Warden
- G. Camp Ground Caretaker
- H. Gamekeeper
- I. Fish Culturist
- J. Fish Farmer
- K. Frog Grower

VII. Forestry (Production, Processing, Management, Marketing, & Services)

- A. Buyer, Log
- B. Field Man
- C. Chief Cruiser
- D. Seed Cone Picker
- E. Woods Rider
- F. Manager, District
- G. Woods Boss

LEVELS OF EMPLOYMENT

I. Level I--Little or no education or experience required

- A. Unskilled

II. Level II--Some education and experience required

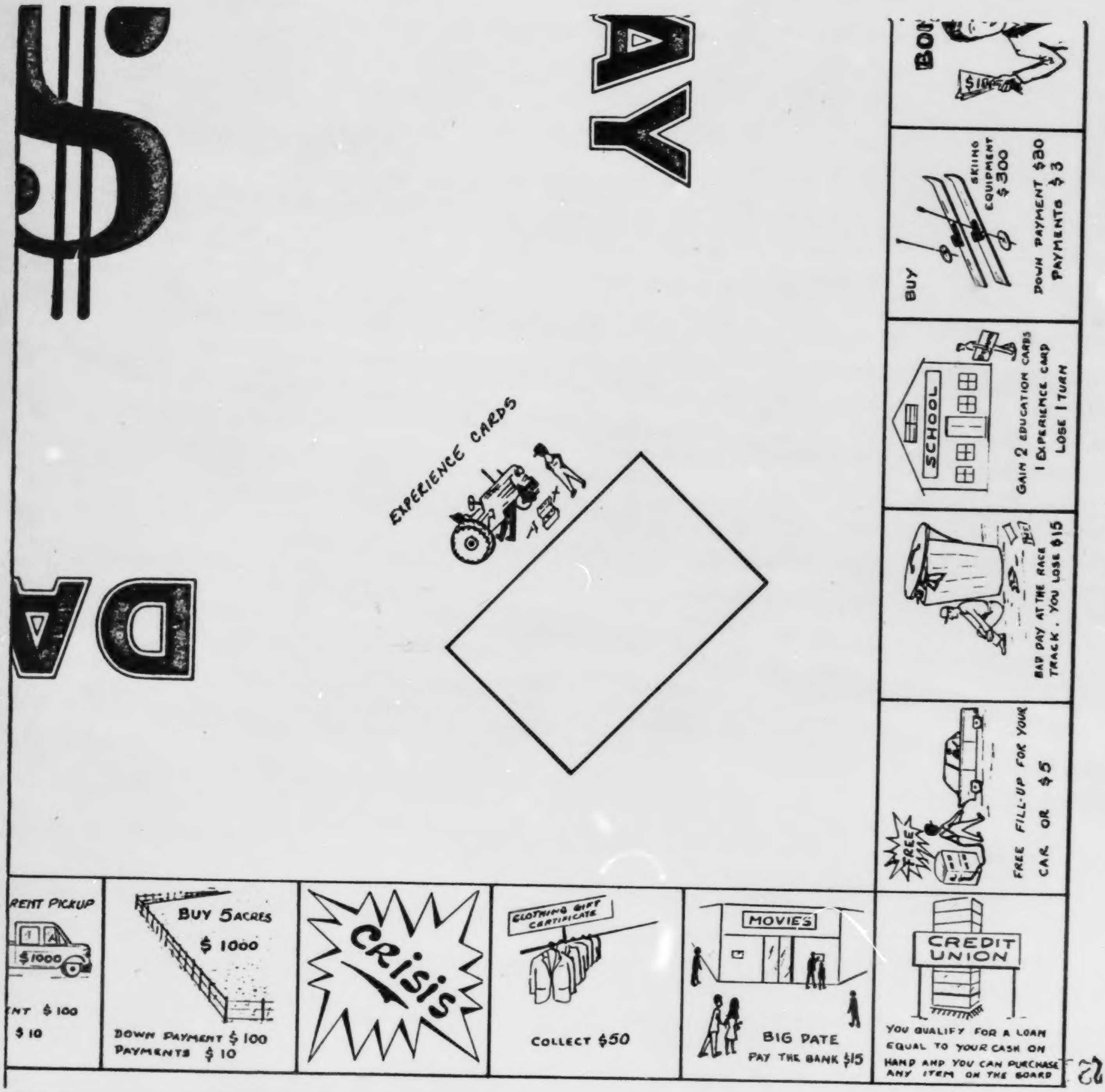
- A. Semiskilled
- B. Skilled
- C. Office
- D. Sales

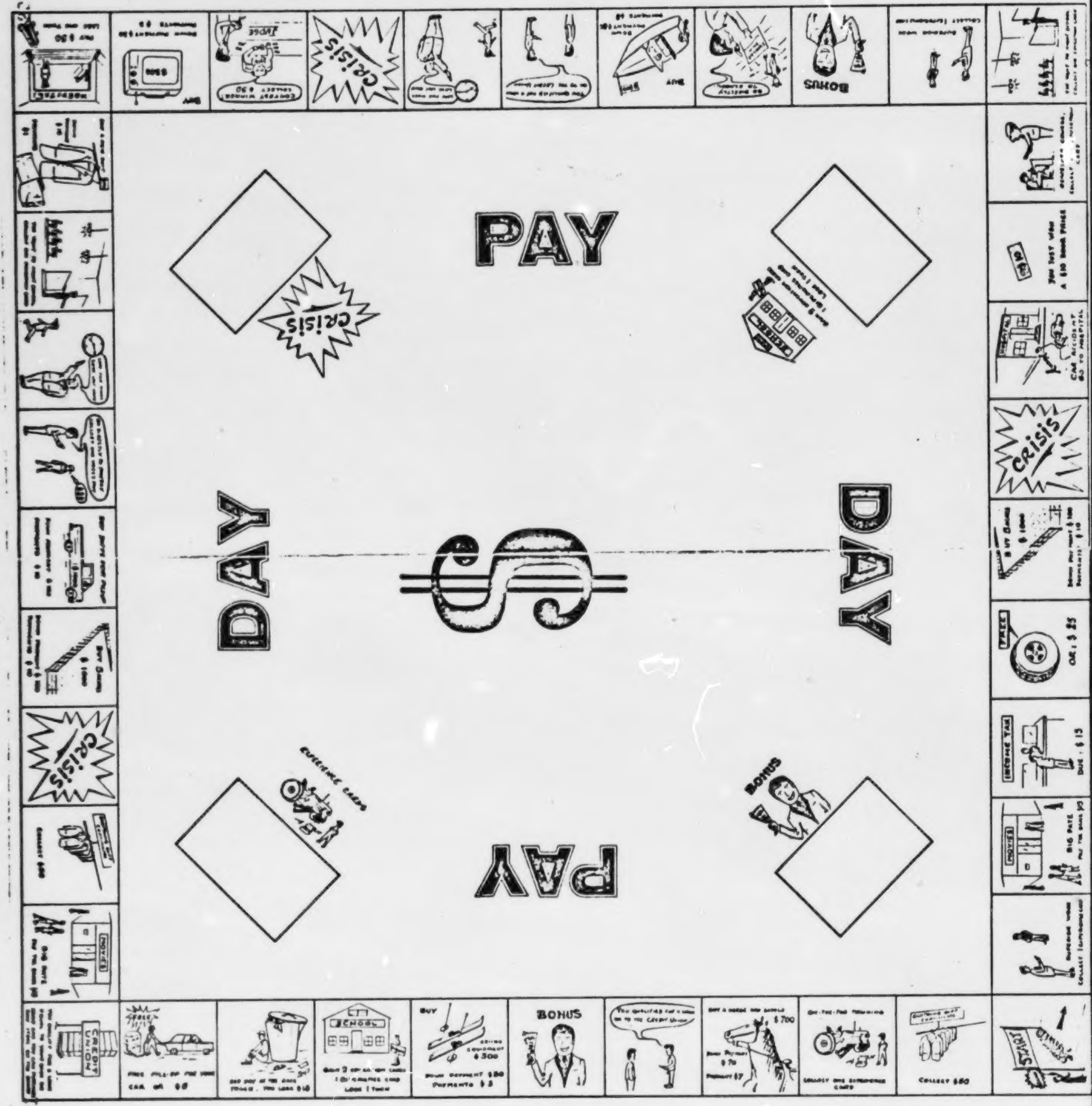
III. Level III--More education and experience required

- A. Supervisory
- B. Managerial
- C. Technical

IV. Level IV--Much education and experience required

- A. Professional


DA
$
AY
EXPERIENCE CARDS
BO
$10
BUY
SKIING EQUIPMENT $300
DOWN PAYMENT $30
PAYMENTS $3
SCHOOL
GAIN 2 EDUCATION CARDS
1 EXPERIENCE CARD
LOSE 1 TURN
BAD DAY AT THE RACE TRACK. YOU LOSE $15
FREE
FREE FILL-UP FOR YOUR CAR OR $5
CREDIT UNION
YOU QUALIFY FOR A LOAN EQUAL TO YOUR CASH ON HAND AND YOU CAN PURCHASE ANY ITEM ON THE BOARD
MOVIES
BIG DATE
PAY THE BANK $15
CLOTHING GIFT CERTIFICATE
COLLECT $50
CRISIS
BUY 5 ACRES
$1000
DOWN PAYMENT $100
PAYMENTS $10
RENT PICKUP
$1000
NT $100
$10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DAY
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PAY
DAY
CRISIS
CRISIS
CRISIS
CRISIS
CRISIS
BONUS
BONUS
BONUS
START
SCHOOL
CREDIT UNION
MOVIES
MOVIES
INCOME TAX
HOSPITAL
JUDGE
BUY
SKIING EQUIPMENT $300
DOWN PAYMENT $30
PAYMENTS $3
$700
$70
COLLECT $50
EXPERIENCE CARDS

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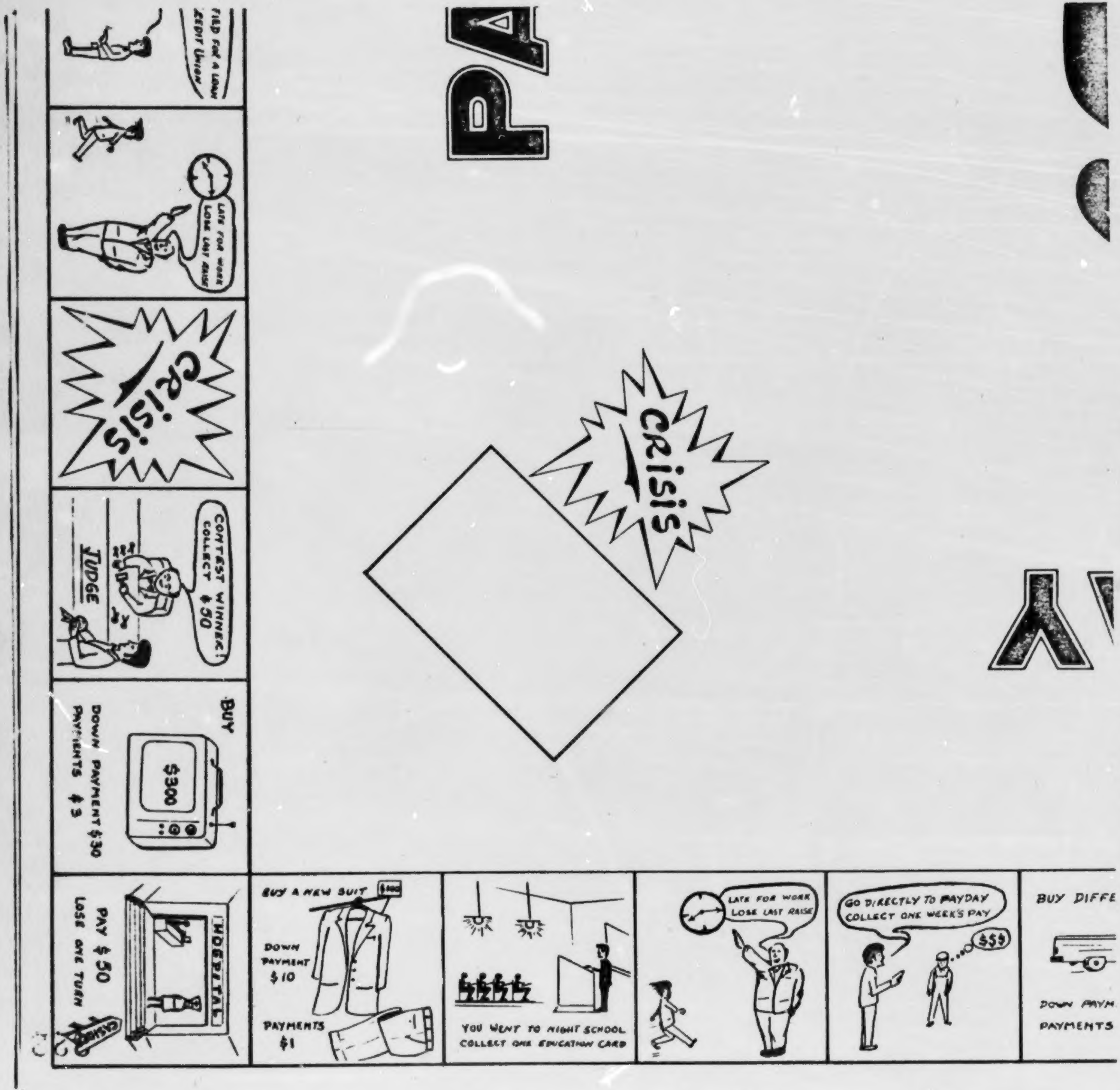
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Y
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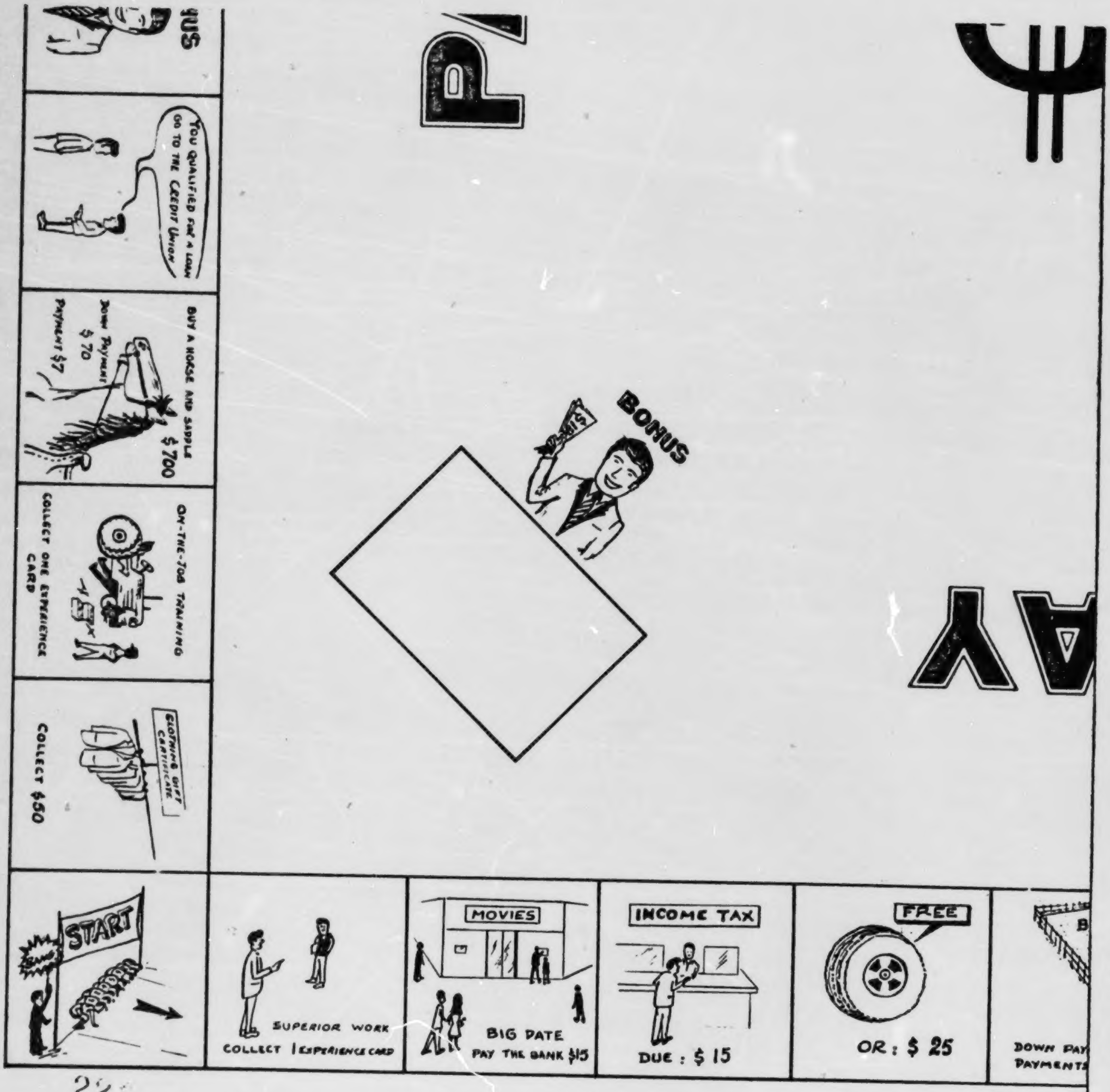
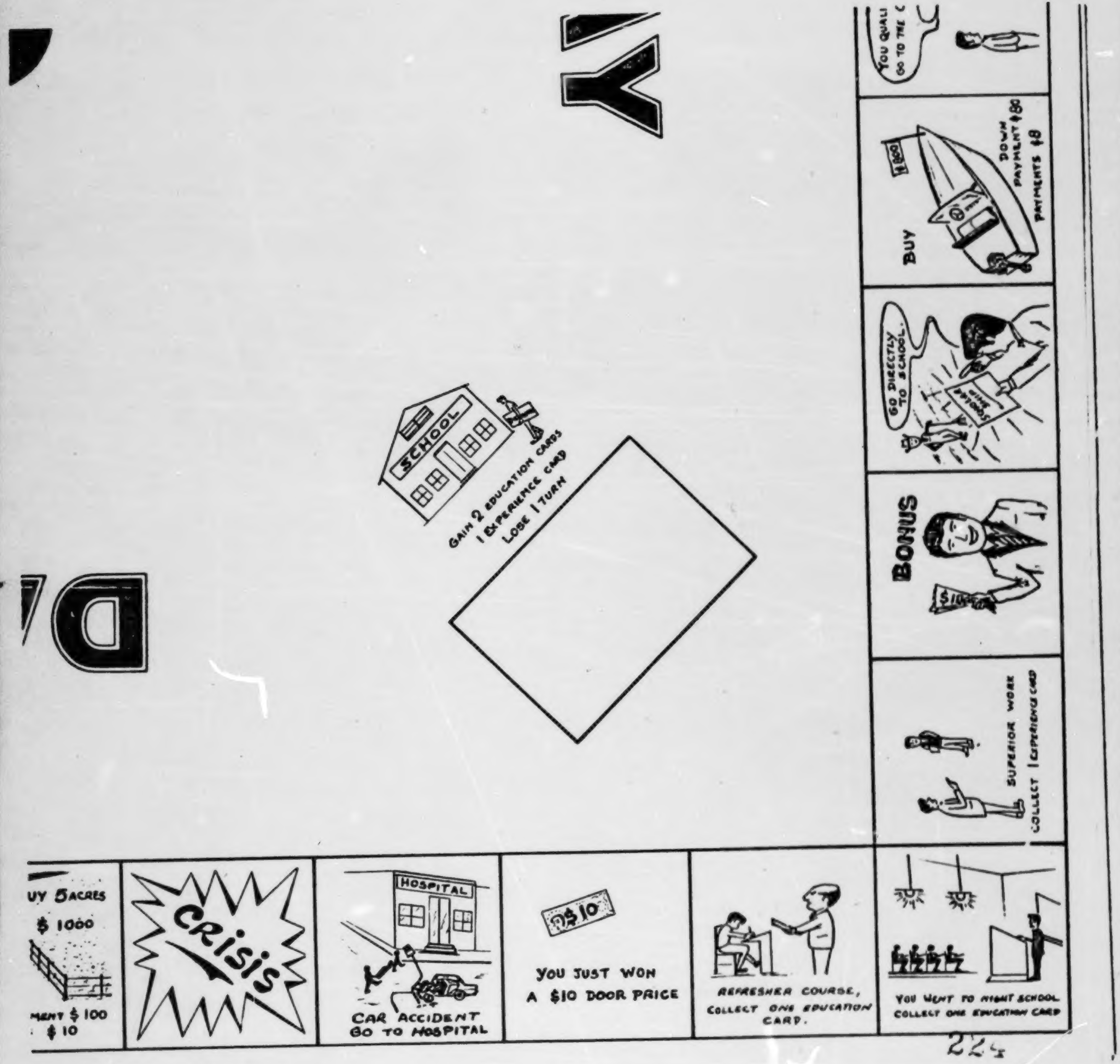
REDIT UNION
LATE FOR WORK LOSE LAST RAISE
CRISIS
CONTEST WINNER! COLLECT $30
JUDGE
BUY
$300
DOWN PAYMENT $30
PAYMENTS $3
HOSPITAL
PAY $50
LOSE ONE TURN
BUY A NEW SUIT
$100
DOWN PAYMENT $10
PAYMENTS $1
YOU WENT TO NIGHT SCHOOL COLLECT ONE EDUCATION CARD
LATE FOR WORK LOSE LAST RAISE
GO DIRECTLY TO PAYDAY COLLECT ONE WEEK'S PAY
$$$
BUY DIFFE
DOWN PAYM
PAYMENTS


SUS
YOU QUALIFIED FOR A LOAN GO TO THE CREDIT UNION
BUY A HORSE AND SADDLE $700
DOWN PAYMENT $70
PAYMENT $7
ON-THE-JOB TRAINING
COLLECT ONE EXPERIENCE CARD
CLOTHING GIFT CERTIFICATE
COLLECT $50
P
AY
BONUS
START
BANG
SUPERIOR WORK
COLLECT 1 EXPERIENCE CARD
MOVIES
BIG DATE
PAY THE BANK $15
INCOME TAX
DUE : $ 15
FREE
OR : $ 25
B
DOWN PAY
PAYMENTS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D
SCHOOL
GAIN 2 EDUCATION CARDS
1 EXPERIENCE CARD
LOSE 1 TURN
UY 5 ACRES
$ 1000
MENT $ 100
$ 10
CRISIS
HOSPITAL
CAR ACCIDENT GO TO HOSPITAL
$10
YOU JUST WON A $10 DOOR PRICE
REFRESHER COURSE, COLLECT ONE EDUCATION CARD.
YOU WENT TO NIGHT SCHOOL COLLECT ONE EDUCATION CARD
SUPERIOR WORK COLLECT 1 EXPERIENCE CARD
BONUS
$10
GO DIRECTLY TO SCHOOL.
BUY
$800
DOWN PAYMENT $80
PAYMENTS $8
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THE GAME OF PAYDAY

ASSIGNMENT SHEET #2--DISCUSSION OF AFFECT OF EDUCATION, EXPERIENCE, AND CHANCE FACTORS ON OCCUPATIONAL SUCCESS AS MEASURED BY EARNINGS

After playing the Payday game, discuss with your classmates how education, experience, and chance factors affected the earnings of the different players. See how much those who started at level I earned in comparison to those who started at level II or III. Was the time and earning power lost through the rounds simulating education and experience made up through the higher wages? Did those who reached the professional (level IV) always accumulate more total earnings than the other levels? Never?

SCORE CARD

Occupations: 1.________________ 3.________________

2.________________ 4.________________

PAYDAY TALLY
(Rounds About Board)

Levels	Increments to be added from all sources							
	1st	2nd	3rd	4th	5th	6th	7th	8th
Level I								
Base Pay $100								
Fixed Cost 65								
Net Pay $ 35								
Level II								
Base Pay $200								
Fixed cost 65								
Net Pay $135								
Level III								
Base Pay $300								
Fixed Cost 65								
Net Pay $235								
Level IV								
Base Pay $400								
Fixed Cost 65								
Net Pay $335								

Fixed Costs Taken from Each Paycheck

Rent	$15.00
Food	20.00
Car Expense	10.00
Clothing	10.00
Entertainment	5.00
Labor Dues	5.00
TOTAL	$65.00

NOTE: In the increment section of Payday enter additional pay from all sources such as 10% for experience cards. The numbers in the columns correspond to one complete circuit of the board. All additions to your base salary are to be paid each time you pass "Payday" on the board.

LOAN RECORD
(Loan must be paid off by 2 rounds, it may be paid on 1st round after loan)

AMOUNT OF LOAN	PAYMENT 1ST ROUND	PAYMENT 2ND ROUND

PURCHASE RECORD
Rounds About Board

Purchases	Down Payments	Payments						Payment Total
		1st	2nd	3rd	4th	5th	6th	

TOTAL-Down Payments		Total Payments	
		Total Down Payments	
		Cash on Hand	
		Game Total	

MATERIALS FOR "PAYDAY GAME"

Boards, money, chance cards, and spinner wheels are included here are sufficient for 20-25 students. The money, chance cards, and spinner will have to be cut out and assembled before playing the game. Each board needs the following amounts of chance cards and money:

Chance Cards--	Experience Cards	35
	Education Cards	35
	Crisis Cards (2 of each type)	30
	Bonus Cards (2 of each type)	30

Money--

$500 -- 10
$100 -- 15
$ 50 -- 20
$ 20 -- 20
$ 10 -- 20
$ 5 -- 20
$ 1 -- 25

The spinner may be put together by putting a clasp, small bolt, or similar fastener through the arrow and the spinner card so the arrow will spin. Dice may be substituted for the spinner.

Score cards and directions for the game are included in each set of student materials.

Experience Card
Experience Card
Experience Card
Experience Card
Experience Card
Experience Card
Experience Card
Education Card
Education Card
Education Card
Education Card
Education Card
Education Card

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BONUS CARD
You helped a little old lady change a tire. She said thank you with a $10. Collect it from the bank.

BONUS CARD
The suggestion you made at work was good. Collect a $25 bonus.

BONUS CARD
Overpayment on car insurance. Collect $15 refund.

BONUS CARD
You have been transferred. Collect $20 for moving expenses.

BONUS CARD
Congratulations, you just got married, collect $200 for wedding gift.

BONUS CARD
Advance to payday and collect one week's pay. (You do not have to pay fixed cost from this.)

BONUS CARD
Hospital card, continue without losing a turn and replace this card in the pile.

BONUS CARD
You won a safety contest at work, collect a $25 bonus.

BONUS CARD
You are going with the boss' daughter, increase your salary $5. (Pick up 1 experience card.)

BONUS CARD
You have been doing well in your job. Move up to the next level.

BONUS CARD
Pick up 2 experience cards.

BONUS CARD
You are doing a good job. Increase your salary $10. (Pick-up 2 experience cards.)

BONUS CARD
Tax refund. Collect $50.

BONUS CARD
Congratulations on your new raise. Increase your salary $15. (Pick up 3 experience cards.)

BONUS CARD
You put in 6 hours overtime. Collect $30 from the bank.

BONUS CARD
You helped a little old lady change a tire. She said thank you with a $10. Collect it from the bank.

BONUS CARD
The suggestion you made at work was good. Collect a $25 bonus.

BONUS CARD
Overpayment on car insurance. Collect $15 refund.

BONUS CARD
You have been transferred. Collect $20 for moving expenses.

BONUS CARD
Congratulations, you just got married, collect $200 for wedding gift.

BONUS CARD
Advance to payday and collect one week's pay. (You do not have to pay fixed cost from this.)

BONUS CARD
Hospital card, continue without losing a turn and replace this card in the pile.

BONUS CARD
You won a safety contest at work, collect a $25 bonus.

BONUS CARD
You are going with the boss' daughter, increase your salary $5. (Pick up 1 experience card.)

BONUS CARD
You have been doing well in your job. Move up to the next level.

BONUS CARD
Pick up 2 experience cards.

BONUS CARD
You are doing a good job. Increase your salary $10. (Pick up 2 experience cards.)

BONUS CARD
Tax refund. Collect $50.

BONUS CARD
Congratulations on your new raise. Increase your salary $15. (Pick up 3 experience cards.)

BONUS CARD
You put in 6 hours overtime. Collect $30 from the bank.

CRISIS CARD
You fell and ripped your pants. New ones cost you $15.

CRISIS CARD
You borrowed your friend's car and wrinkled a fender. Pay $50 out of your paycheck each week.

CRISIS CARD
You borrowed your friend's car and wrinkled a fender. Pay $50 for the deductible clause on his insurance.

CRISIS CARD
Income tax short. Make additional payment of $55.

CRISIS CARD
You woke up with a toothache and ended up with a dentist bill of $100.

CRISIS CARD
Aunt Tillie died. Send $25 for your share of burial fees.

CRISIS CARD
Go to hospital and pay for removal of your clavicle. $100

CRISIS CARD
You were late for work 4 times in the past 2 weeks. Your pay is docked $10 for the next 2 paychecks. (Hold card until paid off.)

CRISIS CARD
Wife is expecting, take payments of $5 out of your paycheck each week to cover expenses. (Hold this card.)

CRISIS CARD
You are caught jaywalking and argued with the policeman. Pay a $25 fine.

CRISIS CARD
You skipped 2 days' work. Drop back one level.

CRISIS CARD
Divorce
Pay bank $200.00

CRISIS CARD
You haven't been observing safety. Pay union fine of $25.

CRISIS CARD
Your tools have been stolen. New set cost $75.

CRISIS CARD
You are having trouble with your eyes. New glasses needed. $55.

CRISIS CARD
Union steward does not agree with your work activities. He fined you $25.

Experience
Card

Experience
Card

Experience
Card

Experience
Card

CRISIS CARD
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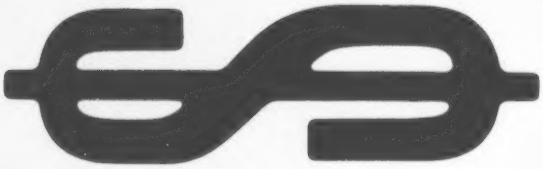

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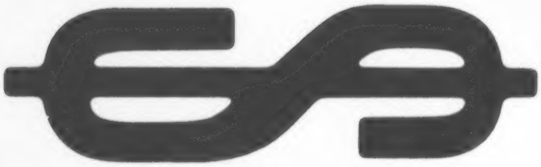

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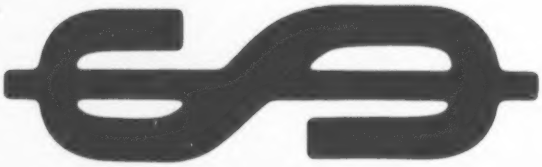

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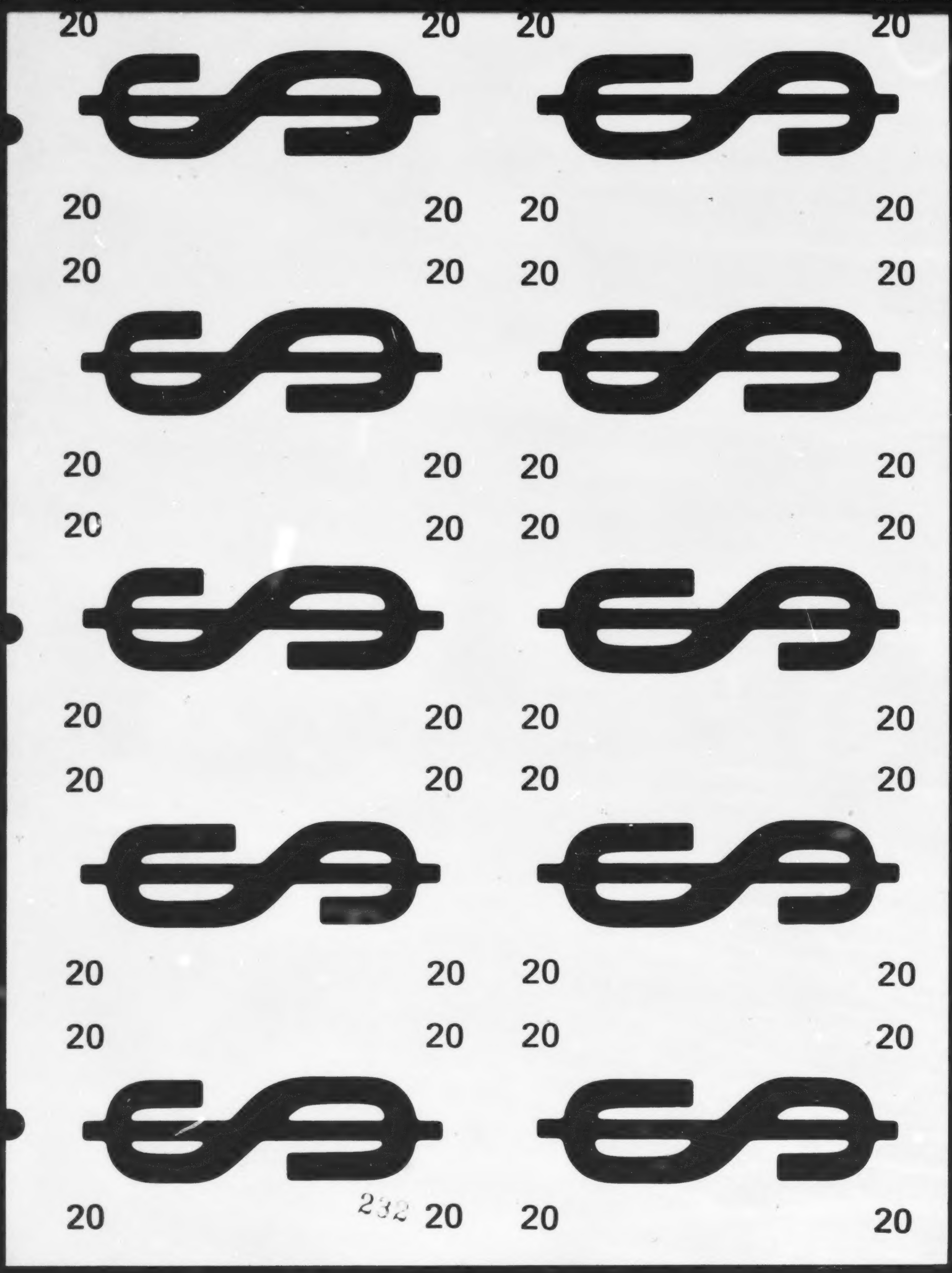
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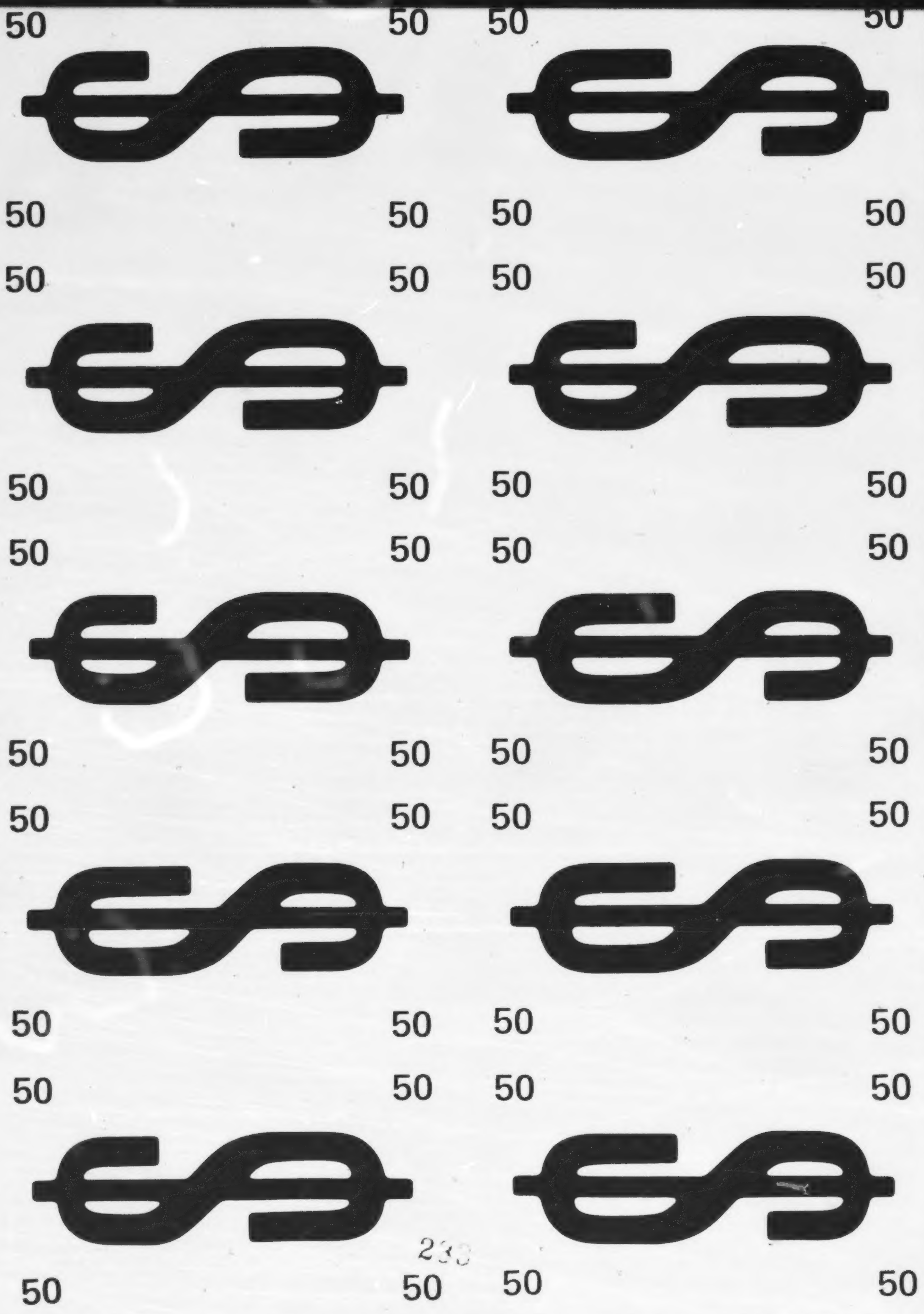
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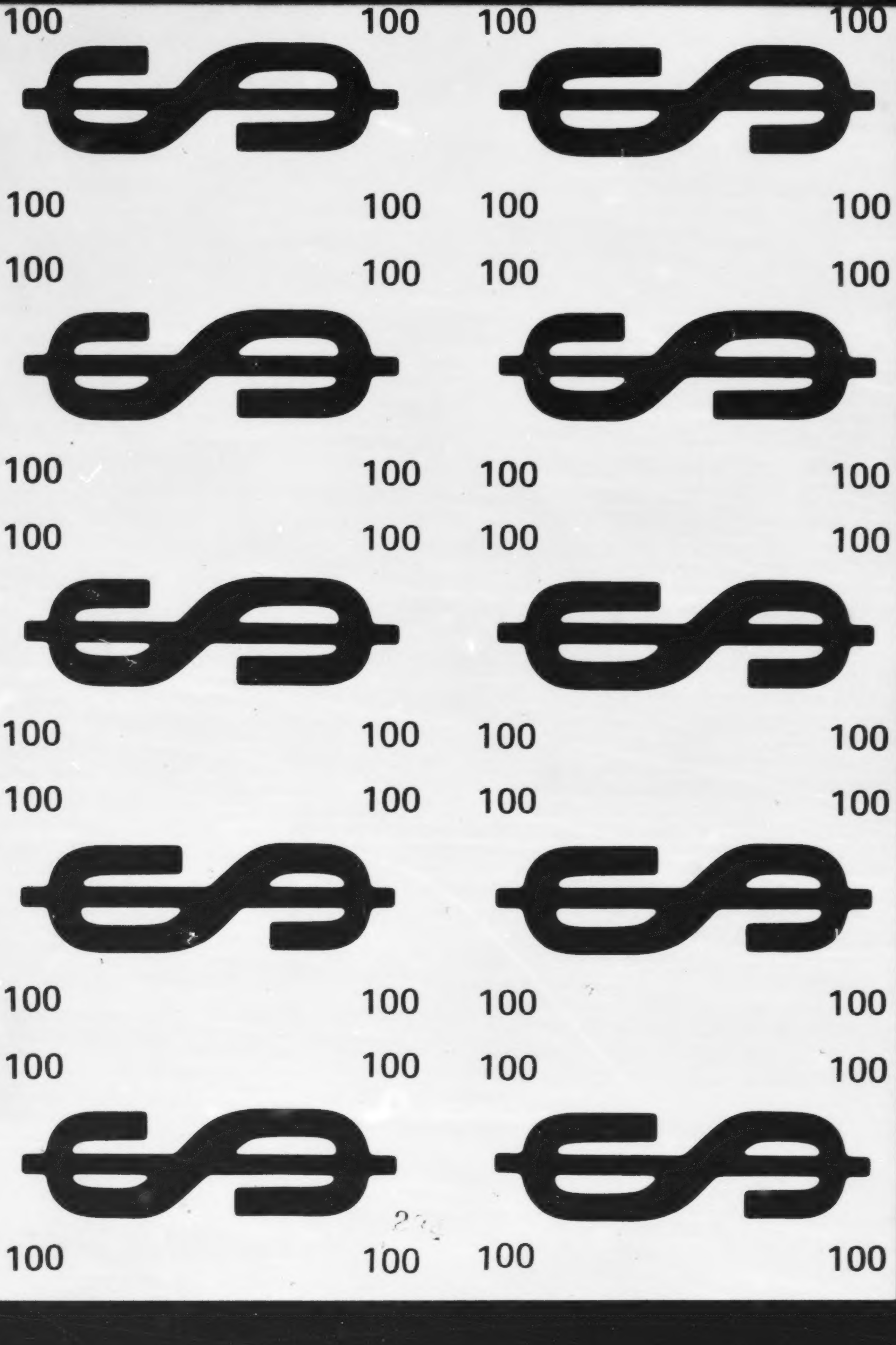
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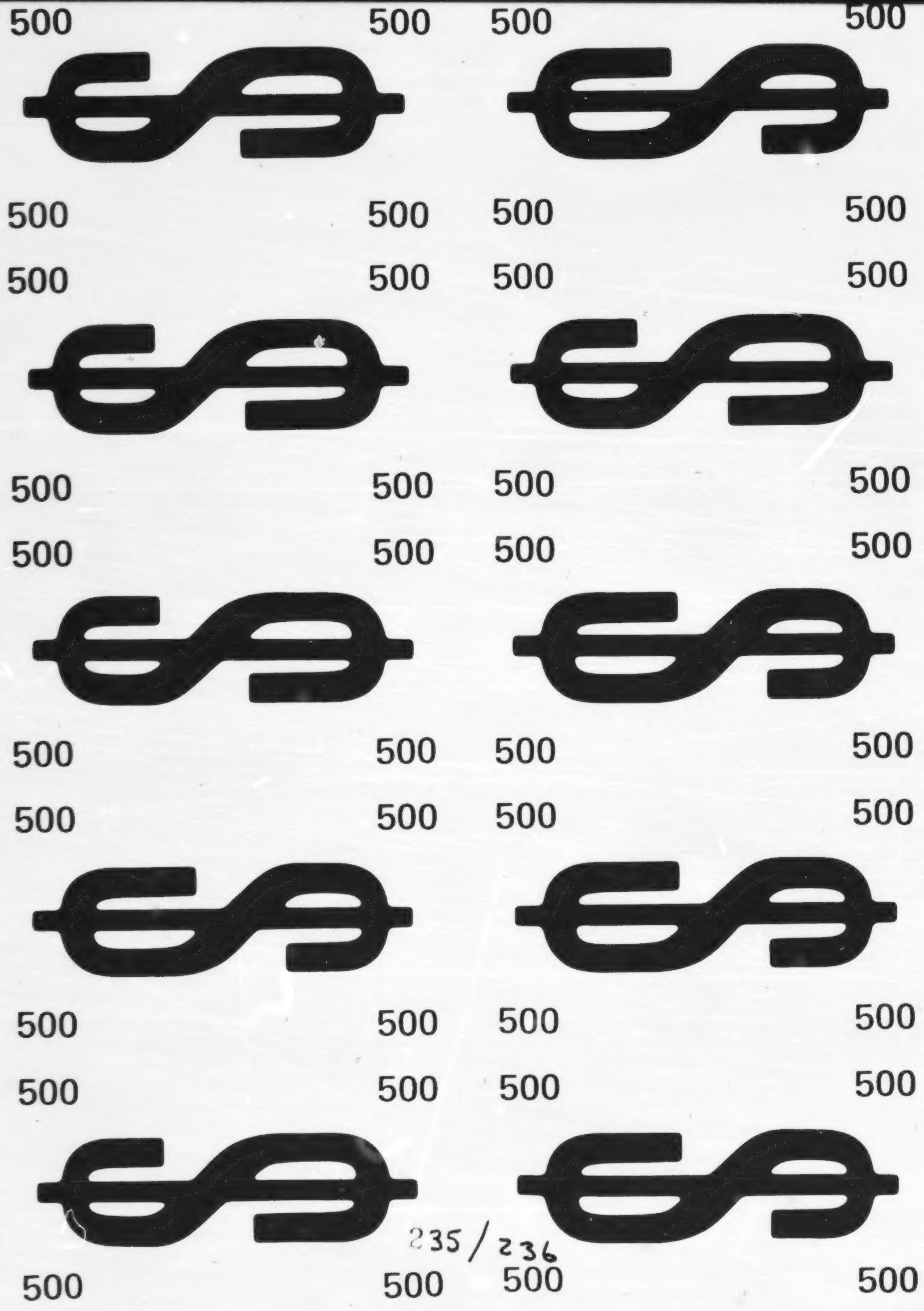
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